



**THE IMPLICATIONS OF HUMAN RESOURCE PRACTICES
ON EMPLOYEE COMMITMENT AT THE UNIVERSITY OF
KWAZULU-NATAL INSTITUTION OF HIGHER EDUCATION**

By

Rudzani Meryl Mutibi

207507857

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Supervisor: Mrs. Jayrusha Ramasamy- Gurayah

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DECLARATION

I, Rudzani Meryl Mutibi, declare that

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ABSTRACT

While organisational commitment has been discussed frequently in organisational psychology for approximately four decades, insufficient studies have involved higher learning institutions' professionals. This study looks at Human Resource (HR) practices along with their implications in the educational industry. It focuses on HR practices and their application in South Africa at the University of KwaZulu-Natal (UKZN), one of Africa's leading higher educational institutions as well as one of the top 3% of universities worldwide.

The goal of the study was to examine the implications of Human Resource practices on employee commitment at the University of KwaZulu-Natal. Objectives were achieved through a survey using a cross-sectional design. This study implemented a quantitative, positivist paradigm, which included questionnaires designed with quantitative questions to collect data. Respondents' experiences of HR practices and employee commitment were obtained through the administration of surveys such as the discretionary and transactional HR practices measure, which was developed by Gavino, Wayne and Erdogan along with the Mowday et al. Organisational commitment questionnaire (OCQ).

Data collected was analysed using statistical data analysis, SPSS. The use of statistical data analysis proved appropriate due to its coherence with the epistemology of the research, as it was a good tool to ascertain overall inclines as well as links in the data without tainting it with the partiality of the researcher. This assisted the researcher to amass adequate data to derive a conclusion. Moreover, to limit the study to a focused area, the author conducted this study only with employees at the School of Management, Information Technology & Governance (SMITG), Westville Campus, UKZN, with a sample size of approximately 80 staff members across the executive management, school leadership, academic and professional / support workforce, $N= 80$; $S= 66$.

The results showed a correlation between HR practices and employee commitment in the sampled institution of higher education, with training and developmental opportunities as the two main discretionary HR practices (DHRP) that contributed to the commitment of employees. The transactional HR practices (THRP) with the highest correlation to

employee commitment were benefit enrollment and information provided by HR, as they account for 25.3% of the variance in commitment each, and thus constitute 50,6% of the predictors of employee commitment. Furthermore, findings showed that discretionary HR practices account for 54.1% of variance in employee commitment ($R^2 = .541$), $F(1, 74) = 87.376$, $p < .0005$). This suggests that discretionary HR practices are a significant predictor of organisational commitment ($\beta = 1.042$, $p < .0005$). From this, the study concludes that discretionary HR practices play a greater and a more significant role in ensuring and enhancing employee commitment and are the chief predictors of commitment amongst employees.

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CHAPTER ONE: INTRODUCTION

1.1. Introduction

Past research on Human Resource Management (HRM) repeatedly focused on how HR policies and practices can assist in the realisation of organisational objectives. According to Pereira and Fontinha (2016), HRM tended to focus more “on how the design and implementation of a set of internally consistent policies and practices ensure an organisation’s human capital can contribute to the achievement of its business objectives” (p.128).

Furthermore, Gavino et al. (2012) state that literature around behavioral effects such as commitment, job satisfaction, intents to quit, organisational identity, as well as safety has focused more in a condensed total of HR practices in isolation, disregarding the actuality that individual HR practices transpire amongst others (Gavino et al., 2012). Gavino et al. (2012) argue that the tactic of investigating a restricted collection of human resource practices while omitting others could result in flawed deductions concerning the significance of a specific practice. Additionally, since a fundamental purpose of HR practices is that of aligning the conducts of workers with results linked with organisational effectiveness, it is imperative to analyse the comparative influences of HR practices on employee behaviors (Gavino et al., 2012).

However, limited studies have been conducted on how comprehensive HR practices can influence employee commitment in higher education institutions, as Pereira and Fontinha (2016) showed that more focus has been on how HR practices assist in achieving organisational goals. Gavino et al. (2012) argued that most literature on HR practices focused on a limited set of HR practices and omitted others, which had the potential to result in incorrect conclusions on the significance of each HR practice in influencing organisational behaviours and effectiveness.

Moreover, in a study by Mathieu and Zajac (1990) Organisational Commitment (OC), as an organisational behaviour, was identified as a workplace outlook precisely associated to

both employee participation, and to the intent to stay with an employer, besides being undoubtedly associated with job performance (Khandelwal & Sharma, 2015).

Therefore, it is necessary to investigate the implications and influences that a comprehensive set of HR practices may have on organisational commitment in tertiary education institutions. In light of the above, the University of KwaZulu-Natal was chosen as the context of the study, as it has undergone organisational transformation processes of restructuring, as well as recent changes in management (UKZN, 2015). This study seeks to investigate the influence that HR practices may have on the levels of employee commitment at UKZN.

1.2. Background of the study

The University of KwaZulu-Natal was founded on January 1 2004 owing to the amalgamation of the University of Durban-Westville (UDW) and the University of Natal. It carries together the magnificent histories of the individual preceding universities (UKZN, 2015).

The UDW began to operate during the 1960s as a University College for Indian people around Salisbury Island at Durban Bay. It had a low number of students throughout the 1960s due to the Congress Alliances' strategy of the ostracism of apartheid configurations (UKZN, 2015). This policy during the 1980s resulted in an approach of education under protest for the transformation of apartheid establishments into locations of the struggle. As the number of students increased promptly, in 1971, UDW was accorded university status (UKZN, 2015). In the subsequent year, UDW moved to its contemporary university grounds in Westville and became a place of key averse-apartheid struggle. During 1984 UDW became independent, accepting scholars of every race (UKZN, 2015).

The University of KwaZulu-Natal was instituted during 1910 as the Natal University College (NUC) within Pietermaritzburg (PMB). The NUC gained independence in 1949 owing to its speedy increase in numbers, a widespread array of programs as well as openings for research (UKZN, 2015). During this period, NUC had already become a

multi-campus establishment, and extended to Durban after the First World War. In 1931, the idiosyncratic Howard College building was launched, succeeding an endowment from Mr. T.B Davis and his descendant Howard Davis, who was exterminated in the Battle of Somme during the First World War. During 1946, the regime endorsed the Agriculture Faculty in PMB as well as, around 1947, a Medical School that offered unrestricted access to African, Indian and Coloured people in Durban (UKZN, 2015).

The two KZN institutions of higher education were among the initial group of South African institutes to combine in 2004 as per government's higher educational restructuring initiatives, to ultimately reduce the sum of institutions of higher education within South Africa from 36 to 21. This was confirmed by the Cabinet resolution during December 2002. The amalgamations were the result of an inclusive review procedure for the restructuring of the Higher Education Segment that commenced in the 1990s (UKZN, 2015).

In 2014, the Centre for World University Rankings (CWUR) had classified UKZN within the topmost 2.1% amongst the world's prominent institutions. It was ranked 459th amongst over 22 000 institutions of higher learning worldwide (CWUR, 2014). In 2015 CWUR used the quality of education, the training of scholars and the prestige of the members of faculties as well as the quality of UKZN research and university data submissions as a measure to rank UKZN as one of the top 3% of Universities around the world (CWUR, 2015).

UKZN consists of four Colleges, making up 19 Schools, headed by a Deputy Vice-Chancellor as well as a Head of each College (UKZN, 2015). The University has over 100 staff comprised of executive management, school leadership, academic and professional/support workforce (UKZN, 2015).

Looking at the history of the UKZN merger, as well as the continuous growth and changes in the numbers of students and staff members, the need to manage the human resources and apply best human resource practices is evident. Moreover, changes in management, in addition to the restructuring of faculties as well as the changes to the University before and after the 2004 merger until present (UKZN, 2015), call for effective human resource

practices to be executed. Therefore, this study will explore HR practices at the UKZN and their effects on employee commitment (organisational commitment).

1.3. Problem statement

As employee commitment and employee turnover are huge predicaments faced by organisations worldwide, the current study seeks to investigate and understand the implications that Human Resource practices have towards the commitment of employees at institutions of higher education, with special emphasis to the University of KwaZulu-Natal.

Gavino et al. (2012) argue that the tactic of studying a restricted collection of HR practices while overlooking others as it has always been done in past research could result in improper deductions concerning the significance of a specific HR system. Moreover, since a fundamental objective of HR practices is that of aligning the behaviors of workers alongside results linked with organisational effectiveness, it is imperative to analyse the comparative influences of HR practices on employee behaviours (Gavino et al., 2012). These arguments are supported by the fact that roughly 80% of past studies done on HR practices and employees outcomes only focused on a single or at most two HR practices (Gavino et al., 2012). Consequently, limited studies have been conducted on how comprehensive HR practices influence employee commitment in higher education institutions.

Therefore, it is vital to investigate the implications that a comprehensive set of HR practices may have on organisational commitment in tertiary education institutions. Moreover, if this study is not conducted, the influences that HR practices of the University of KwaZulu-Natal may have on employee commitment will remain unknown. Furthermore, it will not be known how each HR practice relates to and contributes to organisational commitment. Through investing in better HR practices, institutions would be able to shape as well as customise the behaviours of employees towards the needs of the organisation, in addition to fostering an engaged and motivated staff (Gavino et al., 2012).

This study may assist in clarifying consequences that HR practices may have on the levels of employee commitment at UKZN, at educational institutions in South Africa, as well as institutions that have gone through restructuring globally.

1.4. Purpose of the study

1.4.1. Aim of study

The researcher aims to explore and understand the implications that HR practices have towards employee commitment at the University of KwaZulu-Natal.

1.4.2. Research objectives

- To investigate whether there is a relationship between HR practices and employee commitment at higher learning institutions.
- To understand the extent to which discretionary HR practices at the University of KwaZulu-Natal influence organisational commitment.
- To evaluate the importance of transactional HR practices on employee commitment at high-level educational institutions.
- To investigate whether there is a relationship between demographic characteristics and employee commitment in higher learning institutions.

1.4.3. Research questions

- Is there a significant relationship between HR practices and employee commitment at higher learning institutions?
- How do discretionary HR practices influence organisational commitment?
- What role do transactional HR practices play on ensuring employee commitment at the University of KwaZulu-Natal?
- How do demographic traits such as gender, age, education, race, language, position as well as years of working experience influence the commitment of workers to their organisations in higher learning organisations?

1.5. Significance and scope of the study

As far as the researcher can determine, this research is pioneering concerning investigating the effects of HR practices upon organisational commitment at institutions of higher education in South Africa and specifically at UKZN. The current study will explore the role that discretionary and transactional HR practices have on employee commitment at UKZN, especially post the 2004 merger.

Therefore, the contribution of the study will be towards an advanced comprehension of the role and influences of HR practices on South African higher educational institutions. It will provide insight pertaining the degree to which HR practices result in enhancing and increasing the commitment of employees to their jobs and their organisation.

The study will also benefit the educational sector and quality of education along with the quality of the delivery of service and retention through committed personnel as it purposes to enlighten both the employees and the employers on how they can best enhance positive demeanours in the workplace through the effective execution of beneficial HR practices.

Moreover, as Marescaux et al. (2013) state, “studies concerning the use of HR practices and their association with employee attitudes have practical relevance as they may help HR managers to design an environment in which employees develop favourable attitudes, resulting in higher performance” (p. 342).

This study may assist HR managers in designing an atmosphere wherein employees cultivate positive attitudes, leading to greater performance (Marescaux et al., 2013). It may assist HR departments, the College and School on which the survey was done, as well as higher education institutions towards creating and implementing HR practices and policies that are more effective for productivity, employee retention, and the enhancement of substantial overall organisational commitment amongst employees.

1.6. Justification/ rationale of the study

Since there is an absence of studies that have been carried out concerning issues tackled on the current research; the current study will provide a way to rigorously grasp the outcomes

of UKZN's HR practices upon the commitment of staff to the institution post the merger and changes in management that have occurred.

The study will create benefits to participants and HR managers as it may assist HR managers in designing an atmosphere wherein employees cultivate beneficial demeanours, consequential to elevated performance. Furthermore, it may benefit employees by making them aware of the various discretionary and transactional HR practices as well as help them know which HR practices could effectively assist them towards maintaining or increasing their employee commitment.

The study may also enhance the knowledge and awareness of employees, HR managers and relevant authorities on whether HR practices implemented at UKZN have any impacts or implications on the levels of organisational or job commitment at UKZN, as well as broadly at higher education institutions in South Africa and globally.

The absence of this study would result in the lack of understanding on how HR practices at UKZN influence organisational commitment. Thus, a gap in the contribution of knowledge on how and if HR practices have any influence on organisational commitment in South African higher learning institutions would remain.

1.7. Limitations of the study

- Citing previous research studies is the foundation of the literature review and assists to lay a foundation for understanding a problem being researched in a study. Lack of previous studies done on comprehensive HR practices and employee commitment at institutions of higher education and specifically at UKZN serves as a limitation for this study.
- The study was only limited to the College of Law and Management Studies, SMITG (Westville Campus), UKZN. To have deductions that would be more applicable to the entire University, it is advised that the study should be expanded to study the entire staff population of UKZN as it may aid to enhance employee

attitudes, which may lead to greater effectiveness, productivity, performance, and staff retention and make UKZN a competitive institution to work in.

- Lack of generalisability of the findings serves as a limitation of the study. Hence, expanding the study into other Schools and Faculties of UKZN as well as other higher learning institutions would enable the generalisation of the results to other samples as well as provide a comparative analysis of the findings (Gavino et al., 2012).

1.8. Ethical considerations

- Gatekeepers' permission was obtained from the office of the registrar at UKZN (see Appendix 2). Ethical authorisation was attained through the Ethics Committee at UKZN (see Appendix 3). Ethics principles related to sensitivity towards human dignity though informed consent, voluntary participation, and privacy, anonymity and confidentiality of information was delivered. Moreover, the right for a participant to withdraw from the study at any time was upheld.

1.9. Overview of the chapters

There are five chapters. The first chapter is an introductory chapter wherein the topic is introduced, with aims and objectives outlined. The background of the study, problem statement and scope, rationale, limitations of the study as well as the ethics are discussed here.

In Chapter Two, the literature review of the study is discussed. This focuses on HR practices and employee/ organisational commitment. Please note that the terms employee commitment (EC) and organisational commitment (OC) are utilised interchangeably and are identical in meaning in the framework of this study. Here the conceptualisation and the various types of HR practices as well as OC are discussed and the theoretical and conceptual framework of the study are provided. This chapter also looks at the global

perspectives of how HR practices influence employees' commitment in international countries. Therefore, various global contexts include studies done in Taiwan, South Korea, China, India, USA and Belgium. Historical perspectives of the variables studied are also looked at in this chapter. The literature focused on approaches and factors regarded as positive to employee commitment.

Chapter Three shows the study method. Here the study design, along with sampling strategies, the research approach / paradigms as well as the study site are discussed. The target population, sample size and the sample are also outlined. Furthermore, the manner in which data was collected in addition to measurements that were used for the gathering of the data are discussed in this chapter.

The fourth chapter focuses on critical analysis and presents the findings of the study. This part showcases how the data was analysed, and provides the analysis of the quantitative data gathered as well as the various statistical tests that were used for data analysis.

The last and fifth chapter outlines the recommendations and conclusions of the study. In this section, the summary of the major findings is discussed, linking the findings of the study to the objectives and the literature. The recommendations for future research and deductions of the study are also presented here to conclude the study.

1.10. Conclusion

As there is a lack of studies done on this topic, the objectives of this study will be beneficial and add value in how HR is practiced in order to enhance and impact the commitment of employees in a more efficient and prolific way, so as to foster a culture of commitment, staff retention, positive work attitudes as well as increased excellence and productivity in UKZN; educational institutions in South Africa as well as around the globe. Moreover, the subsequent chapter will focus on the literature review on HR practices as well as employee commitment. Chapter two will also provide the theoretical and conceptual frameworks of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter presents a general analysis of the literature associated to the problem under exploration and provides information and deductions elicited by other researchers. It focuses on the historical underpinnings of Human Resource management, Human Resource practices, and different types of HR practices, organisational commitment and the different types of organisational commitment as well as the literature on both HR practices and employee /organisational commitment. The theoretical as well as conceptual frameworks of the study are also discussed here.

2.2. History of Human Resource Management

Human Resource Management (HRM) as stated by Sharma (2009) is a planned approach to managing people effectively for performance, with an objective to produce an increasingly flexible, open and caring management style that will motivate, develop and manage workers in order for workers to give of their best in supporting departments' missions.

Moreover, according to Sharma (2009), HRM is a premeditated and rational tactic to the managing of an organisation's utmost esteemed assets, which are individuals working there independently, then communally contributing towards the realisation of the corporation's objective.

Providing another perspective, Armstrong and Taylor (2014) argue, "HRM is a comprehensive as well as coherent approach to the employment plus development of individuals" (p.1). Moreover, that it is a philosophy, which is fortified by a variety of theories, linked to people as well as organisational behaviour, and relates to how individuals should be managed and aims to contribute to organisational effectiveness through individuals along with how individuals should be treated in line with moral and ethical principles (Armstrong & Taylor, 2014).

Historically, according to Sharma (2009):

It is argued that in economics HR originally had been recognised as human capital. Later, it was realised that humans are assets that could be run through a specific period, and that they are social beings that constantly undergo change. Consequently, these called for a name change although in macroeconomics employees are still seen as a factor of production. Nevertheless, the socialist parties during the period when humans were not treated as persons but as an asset of the company advocated for a system where humans would have their problems, individual problems and matters solved; therefore, resulting into the development of a department that would solely be intended for this purpose. While it may be said that the HR unit has continuously been there in organisations but hidden, it was at these point that it was made a separate department devoted just for the employees with its own operational rules and conducts. Hence, HR is currently considered a big part of an organisation and occupies a bigger position because if workers are not satisfied they will not produce quality work, which could affect their commitment to their work or to the organisation. (p. 14-15)

Armstrong and Taylor (2014) moreover, argue that HRM was conceived in the 1980s and significantly took over personnel management. Founded in the 1920s, it was known as the Hawthorne studies, and posited that productivity was linked to job satisfaction and that the output of individuals would increase if someone, they respected showed interest in them. They moreover, claim it replaced welfare during the 1920s, the Elton Mayo 1933 human relations method of managing individuals and the labour management during the 1940s (Armstrong & Taylor, 2014).

Human resource management swung the emphasis away from humanism. This is a belief founded by Likert and McGregor in the early 1960s, which claims that people are paramount to the investigations of organisational behaviour, and that individuals ought to be dealt with as liable as well as progressive beings (Armstrong & Taylor, 2014). Nineteen sixty-six (1966) marked the initial reference to HR through the works of Bakke, and during 1977, Armstrong noted that the key resource within an enterprise is people.

HRM finally emerged strongly during the 1980s through the founding fathers of HRM such as Charles Fombrun and his colleagues within the Harvard framework. HRM was used to convey emphasis related to confronting defects around attitudes, coherence, scope plus the prevailing personnel management direction. Other critics argued, “at least it has the quality of emphasising the virtue of treating employees as a key resource which is a strategic planning process of top management in an organisation” (Armstrong & Taylor, 2014, p.4).

Other commentators such as Guest in the late 1980s as well as Storey in the middle of the 1990s esteemed HRM as a considerably diverse model founded on unitarism, individualism, strategic alignment as well as high commitment. It was further believed that HRM was more holistic compared to the traditional personnel management and it accentuated the conception that individuals should be viewed as assets instead of being regarded as variable costs to the organisation (Armstrong & Taylor, 2014).

Hence, over the years the field of HRM has evolved from Human Capital, to HRM, Strategic HRM, and International HRM and has even emerged into Human Resource IT / Human Resource Information Systems now in the 21st century (Kavanagh, Thite & Johnson, 2012).

HRM covers practices of human capital, strategic HRM, knowledge management, corporate social responsibility, employee relations, resourcing, recruitment and selection, organisational development, talent management, performance and reward management, learning and development, employee wellbeing, as well as employee services, while it also has an international dimension of international HRM (Armstrong & Taylor, 2014).

2.3. Discretionary and Transactional HR Practices

Gavino et al. (2012) argue that Human Resource systems and practices can be categorised into discretionary or transactional practices. Discretionary HR systems consist of training along with development, pay for performance, performance management, selective staffing, promotional opportunities, participation in addition to decision making.

Transactional HR systems, on the other hand, include benefits administration, pay accuracy and new hire information (Gavino et al., 2012).

2.3.1. Types of Discretionary HR systems

- **Training and development (T&D)**

This is the heart of unremitting efforts aimed at improving employee competency as well as organisational performance (Mondy, 2010). Training is aimed at providing individuals with the proficiency and aptitudes required in their existing occupations. Development encompasses learnedness that takes an individual further than today's task, as it is long term focused and helps employees to keep up with organisational changes (Mondy, 2010).

Mondy (2010) also argues that T&D has the potential to align employees with organisational strategies as well as contribute to employee satisfaction, higher retention, lower turnover, improved morale, a better bottom line, improved hiring, and satisfied customers due to satisfied employees.

- **Pay for performance**

Cash compensation, together with bonuses, has been at fairst inadequately connected with firms' industry-accustomed performance. Such payment has been munificently granted even to managers whose functioning was middling compared to other executives in their business. Financial economists have given less focus towards the other systems of non-equity compensation that executives commonly obtain, such as advantageous loans, pensions as well as overdue compensation, coupled with several other benefits (Bebchuk & Fried, 2004).

These less-noticed systems of compensation, which can be considerable, have leaned towards being insensitive towards executive performance. Moreover, it is argued that increasing the pay of managers, who are already well paid, does not influence performance and is merely a waste of shareholder funds. Bebhuk and Fried (2004)

advocate that compensating munificently to offer desirable incentives can be a good compensation plan for shareholders.

- **Performance management**

According to Zigarmi, Houson, Diehl, and Witt (2016), this is a process that is made up of three focal activities, namely, Performance Planning (wherein goals are established and values are determined), Day-to-Day Coaching (the daily exchanges managers have with their direct subordinates, wherein leaders observe performance as well as expedite growth by way of coaching besides feedback), and lastly Performance Evaluation (which is the conventional yearly performance appraisal, wherein employee performance is appraised compared to annual goals).

Zigarmi et al. (2016) argue that there is a correlation between performance management and an employee's intentions to function at a higher level, put in additional discretionary effort, be a good organisational citizen, and remain with the organisation as well as recommend it as a good place to work.

There is an association between workers' perceptions of the performance management practice and their intentions to stay with an organisation and recommend the organisation to others as well as apply added effort when required to. Hence, leaders at all levels can begin targeting and improving areas that are classified as falling short of employee expectations by distinguishing comparable gaps in their own organisation's performance management process (Zigarmi et al., 2016).

- **Selective staffing**

Mondy (2010) describes staffing as a “process through which an organisation ensures that it always has the proper number of employees with the appropriate skills in the right jobs, at the right time, to achieve organisational objectives” (p.5). Additionally, selective staffing encompasses job analysis, HR planning, recruitment, and selection. The successful achievement of selective staffing is vital for the organisation to effectively accomplish its mission (Mondy, 2010).

- **Promotional opportunities**

Begum and Sarker (2014) argue that there is a positive association to work environment, benefit, organisational citizenship behaviour (OCB) as well as promotional opportunities. Furthermore, Begum and Sarker (2014) argue that promotional opportunities may not have much effect on employee outcomes however; they perform a significant role in creating OCB. Hence, it is advocated that management should revise benefit package and promotion policies to enhance a significant positive correlation between promotional opportunities and behaviours such as commitment and organisational citizenship (Begum & Sarker, 2014).

- **Participation**

Participation is the amount of influence an individual perceives they have over the decision making processes (Razali, 1996). Torka, Schyns, and Looise (2010) indicated that the correlation amongst participation quality and commitment has gained comparatively inadequate consideration within the industrial relations (IR) as well as HRM literature.

A study at a Dutch university showed that two pointers of participation quality, fulfilment with direct participation along with professed distributive justice regarding uninterrupted involvement, arbitrate the leader- member exchange and affective (OC) relationship.

Therefore, supervisors' abilities to nurture uninterrupted participation quality adds to employees' constructive demeanours concerning the all-encompassing occupational relationship; thereby conceivably contribute to organisational performance as well as commitment (Torka et al., 2010).

- **Decision making**

According to Pereira and Fontinha (2016), HR experts are unlikely to have a say in verdicts concerning compensation and benefits, since these verdicts typically take place at board level. They are also to mediate in decision-making progressions relating to trade unions, due to their lower standing within the organisation, which indicates an

obligatory compliance with as well as diffusion of organisational values. Moreover, this deficiency of expression in decision making as well as their standing as spectators may have steered HR professionals to rate human resource practices more adversely than the internal customer or employee outlook (Pereira & Fontinha, 2016).

2.3.2. Types of Transactional HR systems

- **Benefits administration**

Benefits are all monetary rewards, which are not contained within direct monetary compensation. Thus, they are indirect fiscal compensation (Mondy, 2010). Most organisations designate the responsibility to provide insurance as well as other programs such as health, security, safety and general welfare to their employees.

Accordingly, Mondy (2010) argues that organisational benefits can either be mandated (legally required) or discretionary (voluntary); they benefit employees and are generally costly to the organisation.

The administration of mandated benefits can include social security, family and medical leave, workers' compensation and unemployment insurance, and accounts for approximately 10% of total compensation costs (Mondy, 2010).

Discretionary benefits may result from labour management negotiations in unionised institutions or from unilateral management decisions, and may include health care, payment for time not worked (paid holidays, time off/sick reimbursement, sabbaticals), life insurance, employee stock option plans, retirement plans, employee services (relocation benefits, childcare, educational assistance, catering) as well as supplemental unemployment benefits (Mondy, 2010).

- **Pay accuracy**

Obama (2010) advocated that although recognising as well as recapturing incorrect payments is imperative, avoidance of imbursement inaccuracies before they transpire

ought to be the primary priority in guarding taxpayer resources from fraud, waste, as well as abuse.

- **New hire information**

Employee socialisation research, according to Gallagher and Sias (2009), conceptualises new hires as those who encounter uncertainty as well as search for information to lessen ambiguity. Although organisational recruits encounter uncertainty upon organisational admittance, attention swings to uncertainty faced by veteran personnel when newcomers join an institution. Hence, new employees are conceptualised as a cause of ambiguity and old personnel as those who encounter uncertainty as well as pursue information towards the reduction of the uncertainty (Gallagher & Sias, 2009).

2.4. Organisational Commitment

Numerous authors with diverse perspectives and manifold dimensions have researched organisational Commitment, also known as employee commitment. This construct is a superior concept, as it is an indicator of employee attendance, organisation effectiveness, organisational citizenship behaviour, better performance and much more. Moreover, it is argued that low levels of employee commitment results in increased employee stress, work–family conflict, withdrawal cognition as well as employee turnover (Khandelwal & Sharma, 2015).

Organisational commitment as a concept evolved fifty years ago starting with the Becker 1960 Side-bet theory that defined commitment as a process fabricating unswerving behaviour that emanates when an individual makes a side bet, linking redundant interests through a steady contour of endeavor, with the side bets resulting when individuals take part in social units.

This was followed by the affective dependence theory, which was proposed by Porter in 1974. Subsequently, Mowday, Steers and Porter (1979) developed and explained OC as a paradigm that is distinguished by at least three interrelated dynamics: (a) a deep conviction

in as well as acquiescence towards the institution 's values and goals, (b) a keenness towards employing substantial exertion for the institution, along with, (c) a deep yearning towards upholding affiliation within the institution. Hence, they condensed preceding studies for creating and validating a measure of employee organisation commitment and developed an instrument termed the 15-item OCQ Organisational Commitment Questionnaire (OCQ).

The leading approach was suggested by O 'Reilly and Chatman (1986) and established by Allen and Meyer (1984, 1990), the astricomponent model of OC, which classified commitment into three eminent scales, namely, the affective, normative and continuance commitment (Khandelwal & Sharma, 2015).

Additionally, in a study by Mathieu and Zajac (1990), organisational commitment was advocated to be a vocational attitude that is precisely correlated to the participation of employees and their intents to keep on with the institute in addition to being undoubtedly associated to job performance (Khandelwal & Sharma,2015).

Therefore, it is posited that there are three distinguishable forms of organisational commitment (Allen & Meyer,1990) known as “Affective commitment which represents workers who have a high degree of emotional attachment and feel integrated into the organisation and identify themselves with it; Normative commitment where employees show their moral, ethical obligation towards the organisation where their emotional attachment is motivated by the employers' regular payment of wages; as well as Continuance commitment which is fueled by the motivation to avoid impending costs linked to a possible change of the employer and where employees' commitment increases as they increasingly see the costs of such a change to be, for example wage losses, relocation etc.” (Kanning & Hill, 2013, p.1-2).

Figure 2.1 is a diagrammatic representation of organisational commitment / employee commitment (Allen & Meyer, 1990) in its three forms.

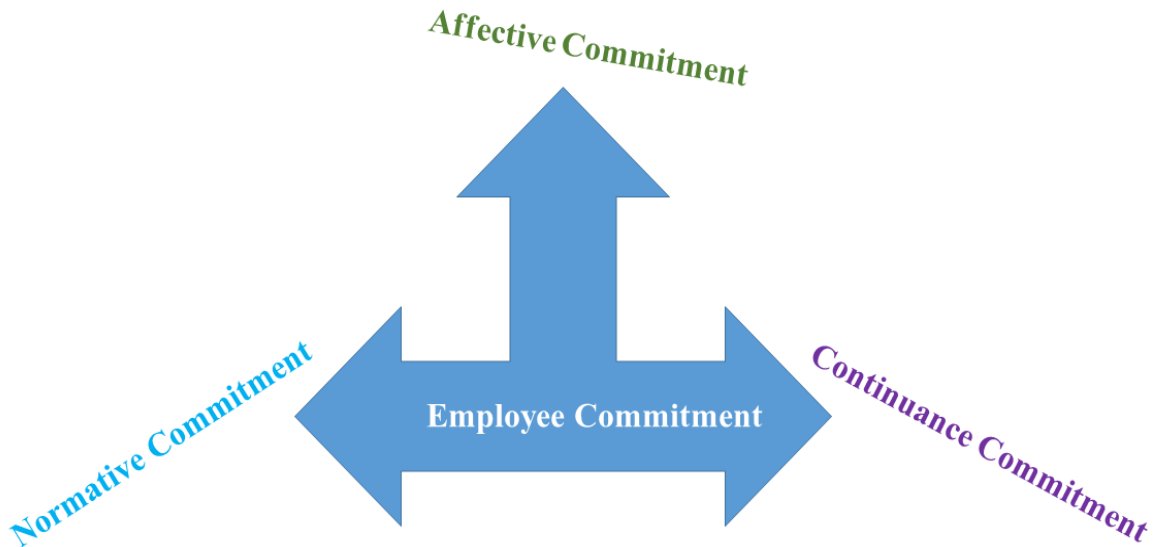


Figure 2.1. Employee Commitment
(Source: Allen & Meyer, 1990).

Over and above what other researchers and the pioneers of organisational commitment have stated, Meyer and Herscovitch (2001) conceptualised commitment as a force binding a person to a course of action relevant to a specific target. Consequently, OC is the extent on which workers of an organisation perceive themselves as fitting to that organisation or fragments of it and have a feeling of attachment to it (Meyer, Kam, Goldenberg & Bremner, 2013).

2.5. HR Practices and Organisational Commitment

A study by Chang, Nguyen, Cheng, Kuo, and Lee (2016) done at a school in Taiwan showed that educators possessing positive outlooks towards recruitment and placement (RP) as well as teaching, education and career (TEC) development are extra likely to exhibit citizenship demeanours, while teachers with positive perceptions of support, communication and retention (SCR) as well as performance and appraisal (PA) are not. Furthermore, the study discovered three moderators, which are affective OC, rank of positions, and campus size. The study advocated that educators possessing added affective organisational commitment, senior positions and from undersized campuses are highly likely to exhibit organisational citizenship behaviour (Chang et al., 2016).

When 13,639 Belgian employees were surveyed, it was discovered that alleged favourability of human resource practice effects is optimistically connected with affective organisational commitment; however, the association is mitigated on positive altitudes. Therefore, differentiating HR practices through employees is believed to result in workers comparing their state of affairs with co-workers to evaluate the favourability of human resource practice implications such as remuneration. These insights could lead to undesirable feelings, for example, feelings of setback, a neutral situation, for example, feelings of being treated similarly, or positive feelings, for example a belief of being advantaged. Therefore, institutions possibly will gain by distinguishing HR practices amongst personnel as it may result in constructive benefits, since it is linked with greater affective organisational commitment (Marescaux et al., 2013).

Previous studies in relation to the use of human resource practices and their link with employee attitudes have functional applicability, as they could assist HR managers in designing an atmosphere wherein employees cultivate positive attitudes, resulting in greater performance (Marescaux et al., 2013).

Kundu & Mor (2016) through a study of employees working in firms operating in India, advocate that executing diversity management through impartiality based practices, akin to recruitment coupled with selection, training along with development, performance appraisal, as well as compensation systems, leads to increased organisational commitment.

On issues of HR practices and their influence on OC, Kooij, Jansen, Dikkers, & De Lange (2010) argued that high commitment human resource practices associated with promotion, job enrichment, and participation, of which the initial two are well-thought-out development HR practices, are absolutely linked to affective commitment as well as job satisfaction. They further argued that employees' optimistic work attitudes stem largely from human resource practices targeted towards their development as opposed to those targeted towards maintaining their existing degree of functioning (Kooij et al., 2010).

Past studies have argued that high commitment human resource practices (which are practices meant to elicit a strong commitment to the organisation, according to personnel perceptions, along with affective commitment) put together ensure greater correlations with affective commitment compared to job satisfaction (Kooij et al., 2010).

Moreover, according to Kooij et al. (2010), maintenance HR practices (practices connected with protection, safety, and obligation that assist an employee in upholding their existing levels for functioning when faced with different challenges, or in recovering to preceding levels after job loss, in addition to flexible work schedules) are advocated for performance management, rewards, sharing of information, team working, and flexibility.

Development HR practices (practices that are concerned with advancement, growth, and accomplishment in order to assist employees in achieving greater echelons of working, for example, training and internal promotion) are advocated for promotion (Kooij et al., 2010).

In terms of demographic traits, there is little written about the implications of age and human resource practices besides discrete employee outcomes. Approximately two earlier investigations, (Conway, 2004; Finegold, Mohrman, & Spreitzer, 2002) have studied that the connection of human resource practices with commitment varies amongst employees with diverse life or vocational junctures in terms of work experience (Kooij et al., 2010).

When a meta-analysis was executed to investigate the manner in which the disposal of high commitment human resource practices, as well as job satisfaction, changes with age, postulations were made concerning the link between maintenance HR practices and employment-associated outlooks strengthening with age. Moreover, it is found that links

between development human resource practices and employment-associated attitudes deteriorate with age (Kooij et al., 2010).

When HRM practices were explored in relation to employee commitment in a study, Kun, Xiaolin, and Xiaoyun (2008) investigated the effect of HRM practices on OC amongst IT employees. They argued that information sharing, training plus development, recruitment along with selection, coupled with compensation management had an encouraging impact on employee OC.

Giauque, Resentera, and Siggen (2010) studied the impacts of HRM practices on the commitment of knowledge employees. Findings showed that organisational support, procedural justice in addition to the reputation of the organisation may undoubtedly influence OC, whereas decision-making, skills management or even the degree of satisfaction with pay may not have any effect on OC.

Sendogdu, Kocabacak, and Guven (2013) found that a high correlation existed between OC and human resource match, conduct together with attitude, group accomplishments, interaction enablement, impetuses towards meeting objectives, training in manifold operates, discussion of strategy, and response upon performance in the manufacturing industry. Training on job skills did not have a significant correlation with OC (Khandelwal & Sharma, 2015).

In a study by Gong, Law, Chang, and Xin (2009) on commonly investigated HR practices implemented at middle management level, known as the maintenance and performance orientated HR subsystems, 2,148 managers from 463 organisations in China were sampled. Then, it was established that performance orientated HR subsystems had an affirmative correlation with organisational performance, coupled with the fact that the correlation was mediated through the affective commitment of the middle managers to the firm.

On the other hand, the continuance commitment of the middle managers to the firm was not linked to their affective commitment to the organisation nor to the organisation's performance but positively linked to the maintenance-oriented HR practices. Thus, the performance-oriented HR practices were linked to organisational performance, when

mediated by the affective commitment of the employees to the firm, while maintenance-oriented HR practices were linked to the continuance commitment of the employees but not with organisational performance and affective commitment (Gong et al., 2009).

Therefore, Gong et al. (2009) advocated that valuable as well as institution specific HR practices should form the bases of competitive advantage, especially in the current globalised and ever-changing organisational environment. Moreover, these provide an understanding of how HR practices are related to the performance of the organisation as well as with the commitment of employees.

It has also been argued that HR practices such as promotional opportunities, the performance management process participation as well as participation in training, along with the selection of new personnel and being involved in decision making, all have implications on how employees behave towards the individuals they deal with as well as the extra role behaviours they exhibit. This is said to happen through the beliefs employees develop of the institution they work at as being a good space to work in. This suggests that the three HR practices that possess a positive link with employee outcomes display to workers that they are appreciated, and, as a result, when workers feel valued, this influences their dedication to increased services delivery and performance and going over and above their job responsibilities (Gavino et al., 2012).

2.6. Theoretical Framework

2.6.1. Social Exchange Theory (SET)

As Armstrong and Taylor (2014) argue, the founding notion of Human Resources had a robust theoretical base as human resource management emerges to incline profoundly on theories of commitment, along with those of motivation, as well as other concepts rooted in the domain of organisational behaviour. Therefore, the current study shall utilise the Social exchange theory (SET) as the theoretical outline in analysing the notion of HR practices and employee commitment.

Social exchange theory is one of the most powerful theoretical paradigms in organisational behaviour (Cropanzano & Mitchell, 2005). Gould-Williams and Davies (2005) argued that the Social exchange theory is utilised as an outline in lieu of forecasting three effects of human resource management practice: employee commitment, employee impetus and the aspiration to continue with the organisation. Moreover, SET is used to investigate the implications of exchange relationships, and this is linked to the objectives of the current study of investigating the correlation between the discretionary and transactional HR practices on organisational commitment in higher education institutions.

When SET was utilised as a framework to predict the three outcomes of HRM practice and investigate the effects of transaction relationships between managers and employees within local government departments, the statistical prototypes predicted 58% of the disparity in employee commitment, 53% difference in motivation and 41% of the variance in respondents' aspirations to remain with the organization (Gould-Williams & Davies, 2005). Moreover, this investigation showed the significance of trust in management as one of the positive predictors of both employee commitment, employee motivation and the desire to remain with the organisation, which is congruent with the social exchange theory (Gould-Williams & Davies, 2005).

In forecasting effects of HRM practices on employee outcomes, the SET argues that team-working predicts employee commitment in addition to motivation; with employee participation, enablement, the proposition of just rewards as well as job security having substantial effects on employee motivation (Gould-Williams & Davies, 2005).

SET also posits that employees voluntarily reciprocate after receiving benefits from their organisation as it argues that individuals assist those who have assisted them (Gould-Williams & Davies, 2005). Hence, this vocational motivation theory adds to the view that intrinsic together with extrinsic constituents influence the course and timespan of employee behaviour as well as work-related events (Gould-Williams & Davies, 2005).

Moreover, social exchange theory also suggests that employees' interpretations of human resource practices particularly influence their affective commitment as well as occupation satisfaction (Kooij et al., 2010). Furthermore, based on the social exchange theory, Kooij

et al. (2010) observed affirmative relations between personnel outlooks concerning the accessibility of high commitment human resource practices and affective commitment, in addition to job fulfilment and how these human resource practices can stimulate affirmative work interrelated attitudes.

When it comes to demographic implications very few studies have focused on the relationship concerning high commitment human resource systems and work interrelated outcomes from the angle of age differences (Kooij et al., 2010). Consequently, past research discloses that, according to the social exchange as well as the signalling theories, member of staff's interpretations of human resource practices are positively correlated to their job associated behaviours, moreover, that calendar age affects this association essentially as anticipated (Kooij et al., 2010).

Furthermore, the Social exchange and signalling theories argue that workers perceive human resource practices as organisational support, on which they subsequently transaction in return toward the organisation, solidifying the stronger relation between human resource practices and affective commitment (Kooij et al., 2010).

Family friendly HR policies have also been analysed in a study done by Bae and Yang (2017) within South Korean public institutions, and a substantial positive association was discovered on the number of family-friendly policies as well as job satisfaction and organisational commitment. Precisely, HR practices such as obtaining a maternity leave as well as childcare leave benefits were confidently linked with job satisfaction. Therefore, organisational commitment was positively correlated to the HR practice of benefits administration in the form of childcare leave, maternity leave and childcare subsidy (Bae & Yang, 2017).

Social exchange theory furthermore clarifies the manner in which employee-organisation relationships (EORs) work. Unambiguously, past studies have verified whether social exchange as well as job embeddedness determine in what manner mutual-investment, (whereby employers proffer extraordinary employees incentives due to their high contributions), as well as over-investment, (which is elevated inducements lacking identical elevated anticipated contributions EOR tactics, which are grounded on Tsui,

Pearce, Porter, and Tripoli's (1997) framework), influence quit proclivity besides OC (Hom, Tsui, Wu, Lee, Zhang, Fu & Li, 2009).

Henceforth, two studies assessed these overriding mechanisms. The initial study measured 953 Chinese managers who were in the master of business administration (MBA) part-time courses in China, while the second survey amassed cross-sectional and longitudinal information from 526 Chinese intermediate managers within 41 institutions. Standard and multilevel causal modeling methods asserted social exchange, coupled with job embeddedness, translating to EOR inspiration (Hom et al., 2009).

Additionally, according to Hom et al. (2009), when an additional multilevel test employing lagged outcome measures was conducted, it additionally confirmed that work embeddedness arbitrates enduring employee organisation relationships influences over 18 months. Hence, these verdicts validate widespread notions that social exchange clarifies the manner in which mutual, along with over-investment employee–organisation relationships, encourage extraordinary personnel commitment and loyalty. Thus, this investigation improved EOR understanding by distinguishing job embeddedness as an additional mediator that is more continuous than social exchange (Hom et al., 2009).

According to Meyer, Becker and Van Dick (2006), the SET further clarifies that commitment mediates, at least moderately, the outcomes of identities on motivation as well as work behavior. Moreover, SET confirms that social exchanges occur in a variety of social interactions amongst individuals, groups, institutions as well as networks. Hence, it argues that the theories that have been established during modern eras have fixated towards the social edifices shaped through recurrent exchanges, combined with the means in which these edifices both constrain as well as empower individuals and parties to employ power in addition to influence (Cook, Cheshire, Rice & Nakagawa, 2013).

Additionally, Cook et al. (2013) claim that other interrelated social processes concentrated on in the exchange tradition comprise interpersonal commitment, fairness, trust, procedural and distributive justice, coalition formation and collective action; and that contemporary research also focuses on emotions in conjunction with their function within social exchange.

According to Homans (1961), (as much as Homans' work has received criticism for being too reductionist), through using Psychological principles as well as substitutional levels of behaviour as the central bases of the arguments of social behaviour and exchanges, in an attempt to analyse dyadic exchanges. The social exchange theory also advocates that influence, conformity, status, leadership and justice are the fundamental processes of social behaviour (Cook et al., 2013).

It furthermore, advocates that the social exchange involved include the exchange of activity that is either tangible or intangible as well as somewhat costly or rewarding amongst two actors, thus in this case between the employer and the employee in an institution or organisation. Additionally, the SET argues that the cost is seen mainly according to the substitute opportunities or activities predetermined by the individuals or parties involved (Cook et al., 2013).

Consequently, as the current study is a relational study as well as a behavioural one, as it looks at the implications of HR practices on employee commitment. The SET argues, according to (Homans, 1961, as cited in Cook et al., 2013) that behaviour such as the behaviour of employee commitment in the organisation is an event of payoffs that are presented either by other individuals or through the nonhuman environment (Cook et al., 2013).

Furthermore, (Homans, 1961, as cited in Cook et al., 2013) continues to advocate that the SET proposes that behaviour generating positive outcomes is probable to be repeated as well as that behaviour that has been rewarded on such instances previously is likely to be performed during comparable occasions, and further, that the more valued the results of an action to an actor, the more probable that action is to be repeated (Cook et al., 2013).

As the theoretical framework of the current study has been discussed above, subsequently, the continuing discussion shall further explore the conceptual paradigm of the study in order to make sense of the objectives and the aim of the study to better investigate the implications of HR practices on employee commitment in higher learning institutions.

2.7. Conceptual Framework

2.7.1. Discretionary and Transactional HR Practices Model

The conceptual framework of Human resource management is rooted in philosophical underpinnings of a variety of theories, derived from the behavioral sciences as well as from the domains of human capital, strategic management and industrial relations (Armstrong & Taylor, 2014). Although this Human resource notion has received great criticism by academics as being manipulative as well as managerialist, this criticism has diminished as it is progressively clear that HRM is a personnel management system, and, according to (Storey, 2007), is referred to as the systems or practices of people management (Armstrong & Taylor, 2014).

To guide this study a discretionary and transactional Human Resource practices model, which is an employee outcomes model by Gavino et al. (2012) will be utilised. Therefore, a discretionary and transactional HR practices model has been used. The Social exchange theory discussed above was used to forecast the implications or outcomes of human resource practices on employee behaviour. The discretionary and transactional HR practices model proposes that there should be an investigation of a comprehensive set of HR systems, so as to gain understanding of how each HR practice adds value into the organisation, as well as how important each HR system is in terms of influencing human and workplace behaviour (Gavino et al., 2012).

This model categorised HR systems or practices into two categories, discretionary and transactional practices. It argues that DHRP such as participation, participation in decision making, promotional opportunities and performance management impact employees' commitment as well as their motivation to go beyond their job duties, as it shows employees that they are valued (Gavino et al., 2012).

This HR practices model further states that there are various typologies of HR practices within the literature. These are high commitment HR practices, high involvement HR practices as well as high-performance vocational practices. It clarifies that high commitment HR practices are those that establish conditions wherein workers are immensely involved within their workplaces, and work relentlessly in fulfilling the goals

of the organisation. High involvement HR practices provide the power to participate in decision making, and are characterised as information about business results and processes, as well as rewards connected to business results along with the knowledge of the work system. High-performance work practices are work practices that design work in a manner that fosters employee cooperation during problem solving, present incentives to augment motivation as well as invest in employees' skills and abilities (Gavino et al., 2012).

The discretionary and transactional HR practices model argues that contrary to DHRP, THRP are compliance-driven besides being administrative in nature, as compliance is obligatory and regulated, and institutions have no alternative in implementing transactional practices. These mandatory systems, such as ensuring timely administration as well as accuracy of pay, processing of employees' compensation, unemployment information and medical leave requests are arguably mandatory as they involve the handling as well as processing of information in organisations (Gavino et al., 2012).

Additionally, as Gavino et al. (2012) argue, this model debates that while HR personnel could invest as much as 65 to 80% of their time in these administrative activities, this transactional area of HR practices has been vastly ignored in the research of HR practices. It further states that while this THRP area is ignored, there may be a link between the quality through which these transactional practices are implemented and the service climate guiding employee behaviour.

Again, it argues that HR systems are how worker perceptions, attitudes, and behaviours in the workplace are shaped, and these practices are linked with organisational outcomes due to their ability to influence attitudes and behaviours (Bowen & Ostroff, 2004). As such, investing in HR systems would help shape and tailor employees' behaviours to organisational necessities, thus help in cultivating, motivating and engaging employees.

This model also maintains that it is vital to investigate the specific effect or implication of a particular HR system on the behaviours of employees, as a fundamental aim of HR systems is that of aligning workers' behaviours with outcomes related to organisational effectiveness (Gavino et al., 2012).

Moreover, Gavino et al. (2012) state that since there is a limitation to resources placed in HR systems in the existing economic climate, establishing the distinctive contributions as well as specific influences of various HR systems is vital. Subsequently, this gave rise to the identification of the gap in understanding how perceived organisational support influences the correlation between employees' behaviours and HR systems that are beneficial to the organisation. Hence, being aware of the value-added contribution of each HR system could assist organisations in decisions about how resources should be allocated and in shaping how corporations should invest in different HR systems, because costs linked with each HR system are high (Gavino et al., 2012).

From the perspective of a practitioner, according to Gavino et al. (2012), determining the HR practices to invest in, in order to have a highly focused mobilisation of resources is deemed vital. From the viewpoint of the academics, there is a call to understanding how HR practices translate into work behaviours that are effective as well as the mechanisms in which this takes place (Gavino et al., 2012).

This model also argues that an awareness of the HR systems that are more significantly linked to behaviours of employees, such as commitment and motivation, would assist workplace decision makers in motivating their workers, by increasing their commitment to the vital HR systems as they communicate and interact with workers (Gavino et al., 2012).

It additionally states that when organisations invest in HR practices which pay more attention to the growth as well as the empowerment of employees, organisations can breed improved relations with their employees, and in turn, employees can exhibit increased levels of commitment in reciprocation (Gavino et al., 2012).

Figure 2.2 is a diagrammatic representation of the identified constructs in the Discretionary and Transactional HR Practices Model.

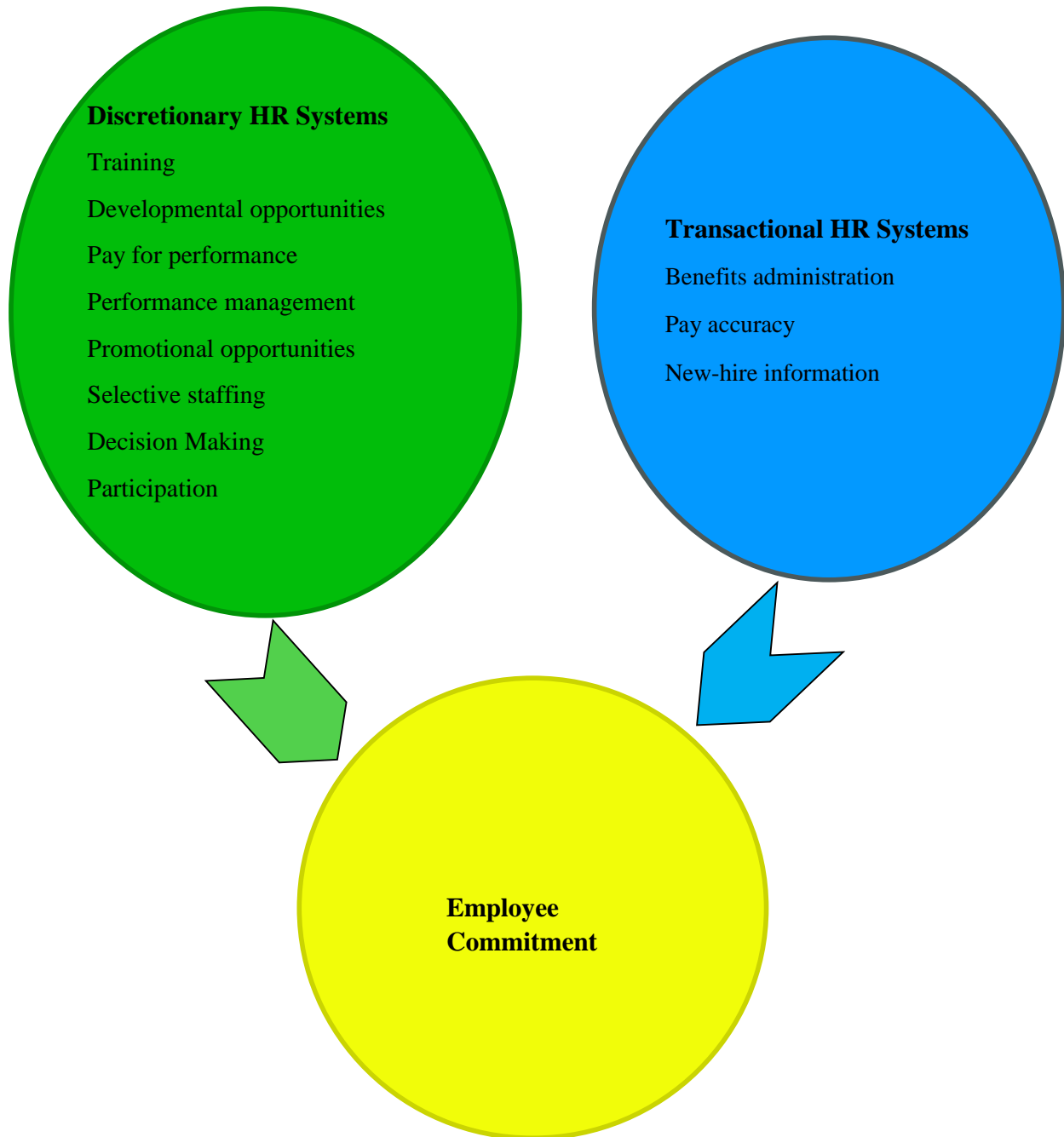


Figure 2.2. Discretionary and Transactional Human Resource Practices Model
(Source: Gavino et al., 2012).

Discretionary and Transactional HR systems will be used in the study to show how various HR systems can influence the commitment of workers in organisations. This model will help in identifying to what extent each HR system influences or has significance to organisational behaviours such as commitment in the work place, focusing on the implications of HR systems in higher learning institutions.

2.8. Conclusion

For a better understanding of HR practices and employee commitment that may exist in institutions of higher learning, various authors were utilised in the literature, and several theories, the conceptual framework as well as diagrammatic representations of the literature were put forward. These helped show the relationship between HR practices and commitment amongst employees. Moreover, the literature analysis assisted in establishing the research design as well as the instruments that were utilised in the study.

HR practices are perceived to be one of the crucial factors in influencing employee behaviours, globally and the literature shows how they may impact the commitment of employees in organisations. The literature also showed that employees tend to show strengthened levels of commitment as they age and as they grow into higher positions. Chapter Three will discuss the research methodologies that were employed in the current study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

As Sekaran and Bougie (2010) explain, research is a planned, systematic, and organised effort to scrutinise a problem identified by the researcher, so enacting out research methodologies to be utilised in the study enables the researcher to carry out a study in a more proficient and effective way.

Furthermore, while research according to Sekaran and Bougie (2010) involves a succession of carefully executed actions that had been well planned in order to draw out solutions to the problems of the study. The data collected in the study was analysed using quantitative techniques such as the statistical data analysis, SPSS because quantitative data involve numeric scores, metrics and so forth (Bhattacharjee, 2012).

3.2. Research design and Sampling strategies

Research design is the plan for the gathering, measurement and analysis of data (Blumberg, Cooper & Schindler, 2005). This research was undertaken using the Cross-sectional research design. Looking at the limited amount of time and funds allocated to this study, the cross-sectional design was used because it enabled the researcher to observe and examine information on many cases at one point (Neuman, 2003). Thus, save time and cut down on the financial costs while collecting relevant data that will be useful in integrating various components of the study in a coherent and logical way.

Convenience sampling was utilised by obtaining a sample from the executive management, school leadership, academic and support staff. Staff from the University of KwaZulu Natal Westville Campus were sampled based on their convenience and willingness to take part in the survey (Durrheim & Painter, 2006). This method was also utilised due to time and resources constraints and also due to the researcher's current access to the staff members.

3.3. Research approach/ paradigms

This study was undertaken using a positivist, quantitative paradigm where the objectives of this study were achieved through a survey research design. The positivist paradigm was used because respondent's experiences of HR practices and employee commitment were obtained through the administration of surveys where a deductive methodology was used to research, beginning with a theory and model to test theoretical postulates using empirical data (Bhattacharjee, 2012).

3.4. Research setting/ Study site

The study site in this research was the University of KwaZulu-Natal Westville Campus in Durban, KwaZulu-Natal, South Africa. The researcher regarded UKZN as more appropriate for the study, as UKZN along with its various campuses, including the Westville campus, is an institution of higher education and has gone through restructuring and transformation, which may affect employee behaviour. Moreover, the study site was motivated by the researcher's current access to the Westville Campus as the researcher is a student there, and aimed at exploring the HR practices at the SMITG; and how they influence workplace behaviours such as employee commitment, as Gavino et al. (2012) argue that HR practices such as participation, involvement in decision making, performance management and promotional opportunities demonstrate to employees that they are valued, which then influences their commitment to high quality service delivery and go beyond their job duties.

3.5. Target population

A target population is described as all items or individuals with particular features a researcher wishes to study or is interested in (Bhattacharjee, 2012). The target population for this study consisted of staff from the University of KwaZulu-Natal Westville Campus within the four UKZN Colleges. The University of KwaZulu-Natal consists of four Colleges comprised of 19 Schools, respectively headed by a Deputy Vice-Chancellor as

well as Heads of College. The University has approximately 80 staff at the School of Management, IT & Governance (Westville Campus). These are executive management, school leadership, academic and professional / support workforce. This target population was chosen as Khalid, Hilman & Kumar (2012) argue that in quantitative research, it may not be conceivable to study the entire population that the researcher is interested in.

3.6. Sample size

This is the overall number of components or individuals designated to take part in the study (Yin, 2009). The sample size consisted of approximately 80 staff members from the executive management, school leadership, academic staff and support staff from the School of Management, IT & Governance (Westville Campus), UKZN; $N = 80$; $S = 66$. The researcher's access to the School motivated its selection for the current study. Moreover, the researcher as a student in the SMITG, aimed at making a unique contribution at how the SMITG, UKZN and institutions of higher education could increase employee commitment, high quality service delivery and outstanding employee outcomes through implementing relevant and effective HR practices.

Bhattacharjee (2012) argues that entire populations cannot be studied, due to feasibility and cost constraints, hence, representative samples from the population of interest must be selected for observation and analysis. Accordingly, the SMITG was selected and the sample size was acquired as the researcher obtained admittance to the staff members by gaining approval from the registrar at UKZN.

The selection of an appropriate sampling technique rests upon the aim of the study and at times less rigorous techniques may be acceptable (Marshall, 1996). Subsequently, the convenience sampling technique was used to select the SMITG and the respondents according to the availability of the staff members to participate in the study. Furthermore, the size of the sample is shaped by the optimum number essential to enable valid inferences to be generated about the population. The greater the sample size, the lesser the likelihood of a random sampling error, however, since the sampling error is inversely proportional to the square root of the sample size, there is typically little to be earned from researching

very large samples. Therefore, the ideal sample size depends upon the parameters of the phenomenon under study, such as the infrequency of the event or the projected size of differences in outcome amongst the intervention and control groups (Marshall, 1996).

Accordingly, the sample size was sufficient as it adequately answered the research questions and established the trends and relationships, which is crucial to quantitative studies.

3.7. Sample

Selecting a study sample is a necessary phase in any study as it is rarely practical, efficient or ethical to study entire populations. Hence, the aim is to extract a representative sample from the population, and generalise the outcomes of researching the sample back to the population (Marshall, 1996).

Yin (2009), describes a sample as a subcategory of the total populace where data is gathered by the researcher. The survey consisted of male ($n = 37$) and female ($n = 39$) employees within the ages of 23 and 60 from diverse ethnic as well as educational contexts. The sample in the current study constituted top executives and school leadership ($n = 3$), academic staff ($n = 26$) as well as professional/support staff members ($n = 44$) and other ($n = 3$).

The size of the sample as discussed above was comparatively large ($n = 76$), which is essential to achieving the aims of the study, to establish general trends and relationships as this is essential to a quantitative study. The sample in the study was sufficient as it effectively answered the research questions. Staff members were examined based on their convenience as well as their willingness to take part in the study (Durrheim & Painter, 2006). Moreover, the sample was selected as the researcher obtained admittance to the staff members via gaining permission from the registrar at UKZN.

3.8. Data collection and Data instruments/ Measurements

Data are facts gathered during the progression of the study, whereas data collection instruments are expedients utilised for the gathering of data (Rubin, 2008). The current study used a survey, (questionnaires in Appendix 5) to generate data.

3.8.1. Data collection

Ethical clearance was sought then gained from the UKZN ethical committee. Moreover, gatekeepers' consent to accomplish the study was sought from the office of the registrar at UKZN. The study was expected to include approximately 80 ($N= 80$, $S= 66$) respondents in total, from the College of Law and Management Studies, SMITG at the Westville campus of UKZN.

Throughout data collection, respondents were primed regarding the study before the data was collected. Thus, the respondents had a clear account of the aims, objectives as well as process of the study and subsequently were invited to take part in the survey. The researcher handed out the questionnaire and explained that the respondents had to read and sign the informed consent as well as fill in the questionnaire. The duration of the participation if they choose to participate and remain in the study was approximately 15–20 minutes.

The data collection procedure involved a single administering of a questionnaire. The questionnaire was comprised of a segment corroborating the demographical data of the respondent as well as the research instruments such as the Discretionary and Transactional HR Practices scale along with the Organisational Commitment Questionnaire (OCQ). The researcher was available to assist or discuss any issues or concerns and to answer any questions that arose during the data collection as respondents filled in the questionnaire.

The researcher followed the same procedure as explained above with respondents who were not able to fill in the questionnaire in the presence of the researcher. For these respondents, the researcher left the questionnaire with the respondents and went back to collect the questionnaire at an agreed upon time or day. All the data collection was done within one week as per the convenience of the respondents.

The study had zero to very few estimated risks and/or discomforts as the subject of the study did not probe into any profoundly personal or distressing occurrences. The researcher intended for the study to create benefits to participants and HR managers as it could aid HR managers in creating an atmosphere wherein workers could foster beneficial behaviours, subsequent to greater performance. Furthermore, it may benefit employees/respondents in the future by making them aware of the various discretionary and transactional HR practices available, as well as help them to know which HR practices could effectively assist them towards maintaining or increasing their employee commitment. The study may also enhance the knowledge and awareness of employees, HR managers and relevant authorities on whether HR practices implemented at UKZN have any impacts or implications on the levels of organisational or job commitment at UKZN, as well as broadly at higher education institutions in South Africa and globally. Hence, the study may inform HR departments, the College and the School on which the survey was done in addition to the government as well as higher education institutions in creating and implementing HR practices and policies that are effective for productivity, decreased employee turnover, as well as for the enhancement of substantial overall organisational commitment amongst employees.

Involvement in the study was optional. Moreover, all respondents were expected to sign the informed consent form prior to completing the survey. Respondents were permitted to pull out from the survey at any time, and all data remained private and anonymous. Whilst no financial or substance compensation was offered to the UKZN staff who took part in the study, no threat was anticipated as the subject of study did not delve into private or distressing occurrences.

Once the information was collected, it was coded and statistically examined using the SPSS package, descriptive and inferential statistics. The data was analysed to ascertain whether there is an association amongst human resource practices and employee commitment, and to explore and to establish any implications of human resource practices on employee commitment at the UKZN institution of higher-level education.

3.8.2. Measurements

○ Discretionary and Transactional HR practices Scale

Discretionary and transactional HR practices were measured using a scale developed by Gavino et al. (2012). These items were established in a preliminary study where the seven-point Likert scale (one being “strongly disagree” to seven being “strongly agree”) had been utilised on employees and managers. This measure was developed because a psychometrically valid measure of HR systems was not in existence (Gavino et al., 2012).

According to Gavino et al (2012):

The initial scale comprised 75 DHRP items and 37 THRP items. These items were established upon responses from numerous HR executives, plus those from the strategic human resource management as well as perceived organisational support (POS) literature. These items were tested with 346 upper-level undergraduates coupled with graduate management students of a large Midwest university in the USA within a sizable metropolitan area. To uphold anonymity for the student sample, demographic data was extracted. Nevertheless, the regular vocational experience for the student population for this university is five years. Given the great quantity of items comparative to the sample size, there was an insufficient number of subjects to perform an exploratory factor analysis (EFA) with both discretionary as well as transactional practices. Consequently, discrete EFAs for the DHRP and THRP were conducted. Employing the outcomes of an exploratory factor analysis, items with low factor loadings (below .40) were eradicated as well as items with extreme cross-loadings on other factors (.40 or greater). For the DHRP, eight factors surfaced with Eigenvalues greater than 1.0, justifying 67.5 percent of the variance. The subsequent explanation showed 45 items loading on these eight factors. The itemisation of the items on factors include training, pay for performance, performance management, selective staffing, promotional opportunities, developmental opportunities, decision making, as well as participation. For the THRP, four factors emerged with Eigenvalues greater than

1.0, justifying 74 percent of the variance. The subsequent resolution showed 22 items loading on four factors: benefits enrollment, information provided by HR, pay accuracy, as well as processing of new-hire paperwork. Moreover, to safeguard that the scale length did not inflict an excessive inconvenience on respondents, the highest-loading three to four items to function as the measure for each HR practice were designated. The ultimate items utilised for the discretionary as well as transactional HR practices were presented. (p. 673)

Therefore, Discretionary and Transactional HR practices in the current study are measured using a measure that was developed by Gavino et al. (2012): The Discretionary HRP - scale and Transactional HRP - scale. The response set for a respective item is in a Seven- point Likert scale anchored by one "Strongly Disagree" to seven "Strongly Agree."

○ **Organisational Commitment Questionnaire (OCQ)**

Organisational commitment is measured through the original organisational commitment questionnaire (Mowday et al., 1979). The scale comprises fifteen items measuring "(1) the extent to which an individual identifies him/herself as well as is involved in a specific organisation; (2) a readiness to exert substantial effort on behalf of the organisation; and (3) a strong desire to continue membership in the organisation" (Mathieu, Bruvold, & Ritchey, 2000). The response set for each item is a seven- point scale wherein one represents "Strongly Disagree" to seven "Strongly Agree."

The association between organisational commitment and turnover was observed to measure the predictive validity of the OCQ. Moreover, since commitment to the organisation is described in part as an aspiration to remain an organisational member, it was projected that those who stayed in the organisation would display greater intensities of commitment compared to those who left (Mowday et al., 1979).

Therefore, the Likert/summated scale was utilised in the questionnaires, as according to Welman and Kruger (2002, p.150), "the Likert scale can be employed for multi-

dimensional attitudes”. Thus, in respect of these, the current research’s experiences and outlooks of HR practices by the respondents, and employee commitment are extracted.

3.9. Conclusion

Therefore, as the focus of this chapter was on the research methodology, this chapter discussed how the study was carried out showing steps to be pursued in research methodology. Henceforth, the proceeding chapter will discuss the critical data analysis and findings of the study. Consequently, chapter four will focus on the analysis of the data that was gathered during the study as well as present the findings of the study.

CHAPTER FOUR: ANALYSIS AND FINDINGS

DATA ANALYSIS

4.1. Introduction

Data analysis is known as the art of examining raw data in order to draw out deductions concerning the data (Rubin, 2008). The quantitative data used in this study was examined by means of the Statistical Package for Social Sciences (SPSS) descriptive and inferential statistics. This was so because; selection of an inappropriate data analysis technique could result in false interpretations, which may result in the failure to solve the problems of the study in addition to answering the questions of the study (Khalid et al., 2012). The utilisation of statistical data examination is appropriate as it aligns with the epistemology of the study. This method was used so as not to taint the analysis and deductions with researcher subjectivity.

Each questionnaire utilised during the survey was coded, or, numbered, then entered into a Microsoft Excel spreadsheet, regardless of whether it was complete or not. Questionnaires with missing information essential to the specific statistical examination technique were omitted from the key analysis, but were used for the other analyses wherein applicable information has been specified where applicable (Pallant, 2010). The Excel spreadsheet was subsequently imported into the SPSS programme. Frequencies were computed, and then information was surveyed graphically as well as inferentially.

4.2. Coding of variables

- **Demographic characteristics**

Many of the demographic characteristics were coded to enhance the frequency dissemination of the response groupings for additional examination. Figures and tables of the demographics are presented in the findings.

Regarding Gender, Males were coded as 1 and females as 2.

Age is a continuous variable and therefore it was recoded in order to translate it into a categorical variable. There was a skewed distribution of age.

Race was recoded into the following categories: Black (1); Coloured (2); Asian/Indian (3) White (4) and Other (5).

Language was recoded into four groupings. Group 1 comprised all indigenous African languages, Group 2 consisted of English, Group 3 of Afrikaans and Other was coded as 4 because the majority of the respondents indicated that they spoke an African language (see Appendix 5 for research instrument).

On the types of schools matriculated at, Rural School was coded as 1, Township School as 2, Government 3, Missionary School as 4 and Private School as 5.

With regards to Current position held, the majority of the respondents fell into one of the five groups, Group 1 (Executive Management) however, no participants marked this option, Group 2 (School leadership), Group 3 (Academic Staff), Group 4 Professional/Support Staff with the most participants, and only 3 participants checked option 5 (Other). Subsequently, considering the explanation provided by the respondents, response options 2–5 were used for the analysis, as this was deemed most appropriate.

Regarding Number of years working at UKZN, less than 5 years was coded as (1), 5 - <10 (2), 10 - < 15 (3), 15 - < 20 (4) and 20 + years as (5).

These groupings were specifically selected as the literature on HR practices and OC has argued that moderators such as affective organisational commitment, rank of positions, as well as campus size are key, and that educators possessing added affective organisational commitment, upper positions and from undersized campuses are highly likely to exhibit organisational citizenship behaviour (Chang et al., 2016). Thus, individuals in upper positions tend to be more susceptible to higher employee commitment.

It has also been suggested that calendar age influences the relationship involving high commitment human resource systems and employment interrelated results from a distinctive angle. Moreover, it is believed that perceptions of employees, as well as affective commitment and vocational fulfilment changes with age, and that maintenance HR practices and employment-associated postures strengthen with age (Kooij et al., 2010).

- **Employee commitment**

The rating of employee commitment in question 8 was divided into 5 categories, ranging from 1 representing Not at all committed to 5 being Extremely committed. Graph to follow in the findings.

- **Instruments**

The Discretionary and Transnational HR practices response set for each item is in a Seven- point Likert scale anchored by 1 "Strongly Disagree" to 7 "Strongly Agree."

The Organisational Commitment Questionnaire (OCQ) response set for a respective item is a seven-point Likert scale wherein "Strongly Disagree" was coded as 1 to 7 as "Strongly Agree." See Appendix 5 for the research instrument.

4.3. Statistical Tests: Tests used in the analysis

Data exploration, utilising diverse statistical techniques, was conducted:

- Descriptive statistics containing means along with standard deviations, where pertinent. Frequencies are portrayed in tables and or graphs in the findings and appendix.

- Regression analysis: Linear Regression approximates the coefficients of the linear equation, containing one or more independent variables that most anticipate the value of the dependent variable.
- ANOVA. An assessment for numerous independent samples that compares two or more clusters of cases in a single variable.
- Binomial test: Analyses whether a noteworthy fraction of respondents picks out one of the probable two responses. This can be protracted when data with more than two response selections is fragmented into two distinct clusters.
- Pearson's correlation: Correlations determine the way in which variables or rank orders are associated. Pearson's correlation coefficient is a measure of linear relationship.
- One sample t-test: Analyses whether a mean score is substantially dissimilar from a scalar value.
- Independent samples t-test: An assessment that compares two independent clusters of cases.

FINDINGS

The results presented have been drawn from the sample size of approximately 80 staff members, consisting of the executive management, school leadership, academic staff and support staff from the SMITG, College of Law and Management Studies, Westville Campus ($n=76$); in the population consisting of staff from within the four UKZN Colleges as mentioned in Chapter 3. The findings in this study showed how effective the research design as well as the instruments used were, as they assisted in clarifying and achieving the questions as well as the objectives of the study.

4.4. Section A: Demographic characteristics of the respondents

This section is made up of demographic traits of the respondents, which comprises gender, age, race, first language, type of school matriculated from, current position as well as number of years working at UKZN. The demographic sample of the population was reasonably diverse ($n = 76$).

a) Gender

Figure 4.1 depicts gender distribution of the respondent.

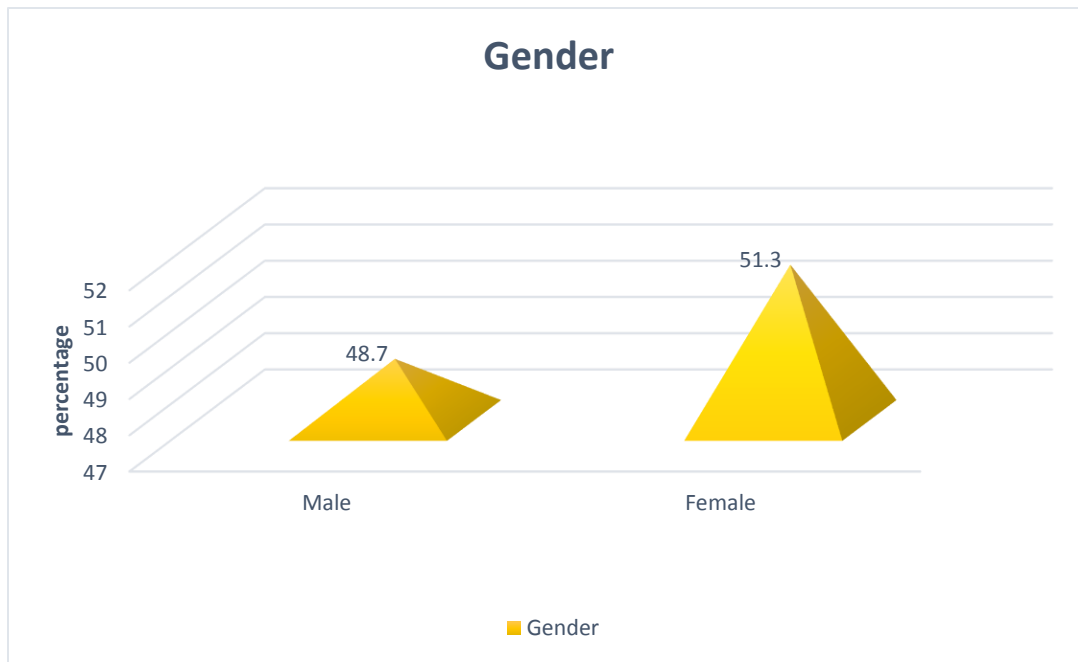


Figure 4.1. Description of respondents by gender.

Figure 4.1 shows that 51.3% of respondents were female while 48.7% were male. There were slightly more female respondents ($n = 39$) than male respondents ($n = 37$). Refer to Appendix 1 to see Table 1.

b) Age

Figure 4.2 depicts age distribution of the respondents.

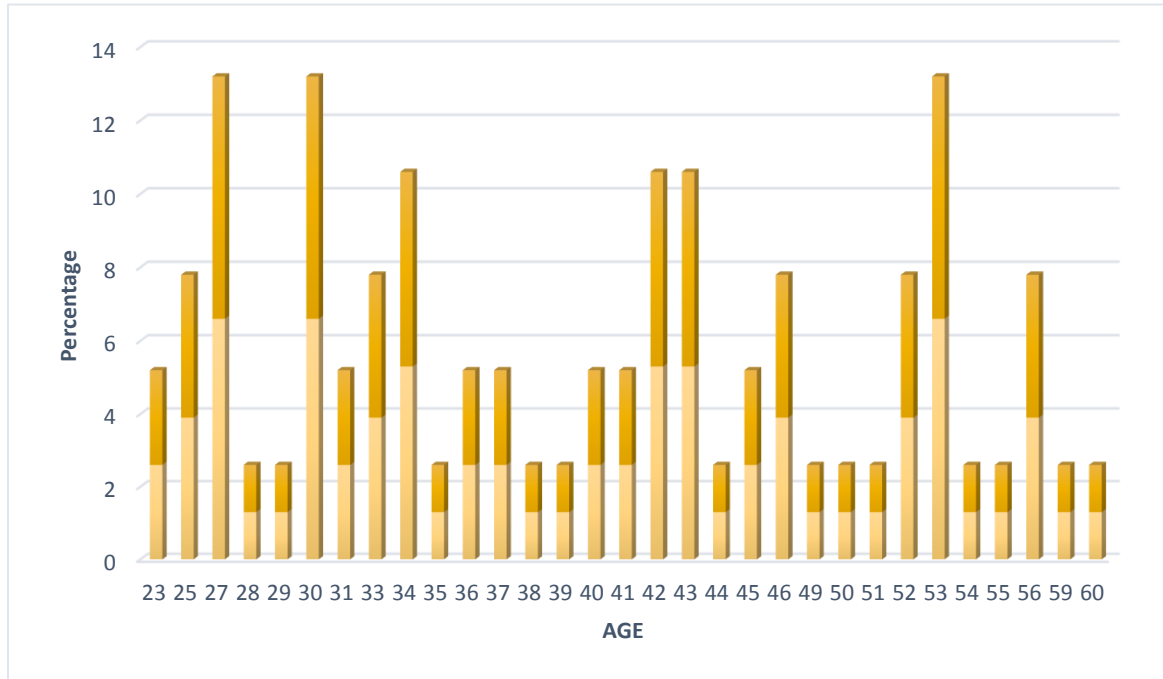


Figure 4.2. Description of respondents by age.

The graph in Figure 4.2 shows that the ages of respondents ranged from 23 to 60 years of age. Most staff were in their mid-20s, early 30s, and early 50s and a moderate percentage of staff were in their early 40s. Since age is a continuous variable, refer to Appendix 1 to see Table 2 for the frequencies of the respondents by age.

c) Gender, race and language

Figure 4.3 depicts the distribution of gender, race and language of the respondents.

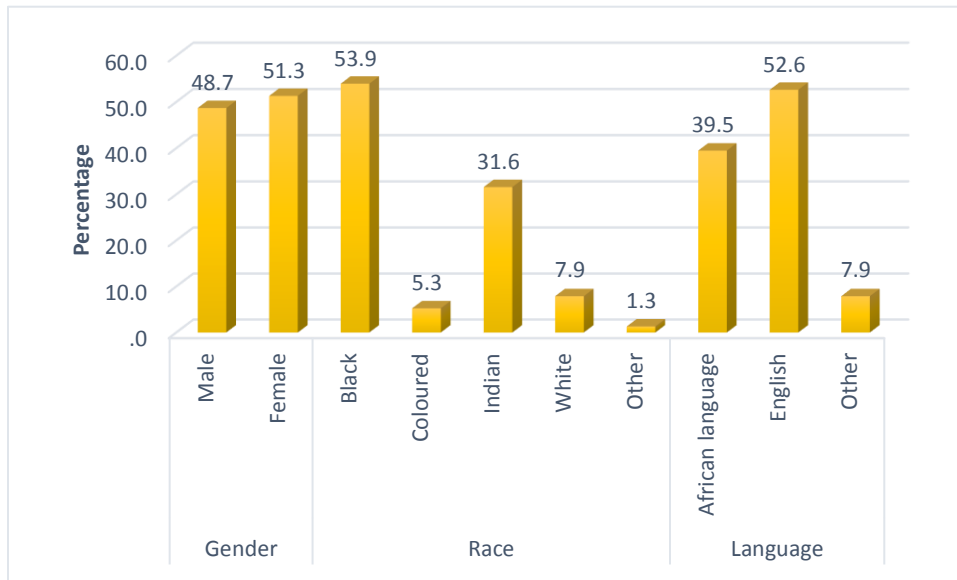


Figure 4.3. Description of respondents by gender, race and language.

Figure 4.3 shows that 53.9%, which is the majority of the respondents, were Black, followed by Indian, at 31.6%, then White at 7.9% while Coloured people at 5.3% and other races at 1.3 % were the lowest number of respondents. The majority of the respondents, 52.6%, spoke English and African languages, 39.5% respectively, as their first language, while a small fraction of 7.9% spoke other languages. This shows that the School of Management, IT & Governance has the highest number of Black, followed by Indian, then White employees, with English speaking, followed by African language speaking employees, with most of them being female. Refer to Appendix 1, Tables 1, 3 and 4 for frequencies.

d) Type of school matriculated at

Figure 4.4 depicts school distribution of the respondents.

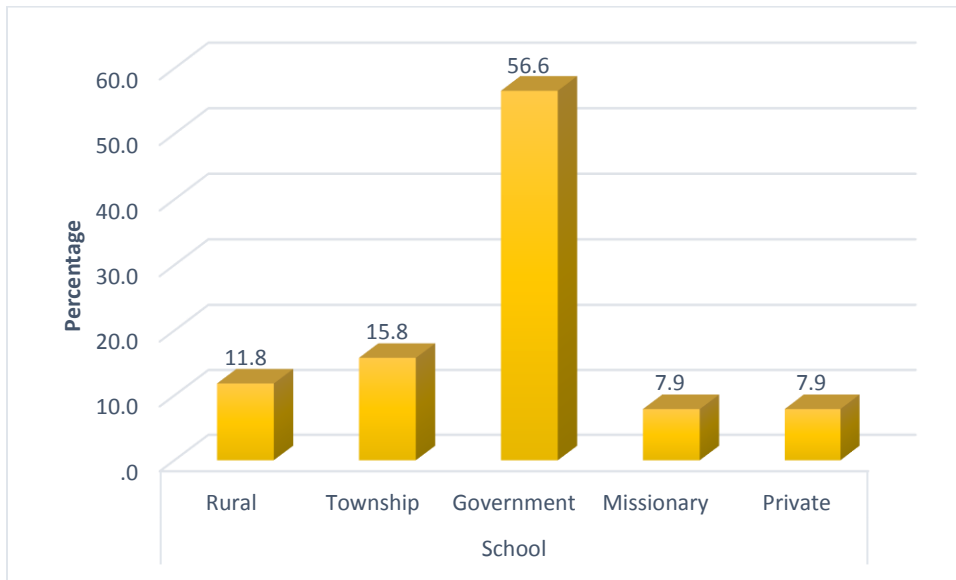


Figure 4. 4. Description of respondents by type of school matriculated.

Figure 4.4 shows the academic background of the respondents and shows that the majority at 56.6% of the respondents went to government schools, followed by 15.8% who went to township schools and 11.8% who went to rural schools. An equal and lowest number of staff went to missionary 7.9%, and private schools, 7.9%. Refer to Appendix 1, Table 6 for frequencies.

e) Position and experience

Figure 4.5 depicts position and experience distribution of the respondents.

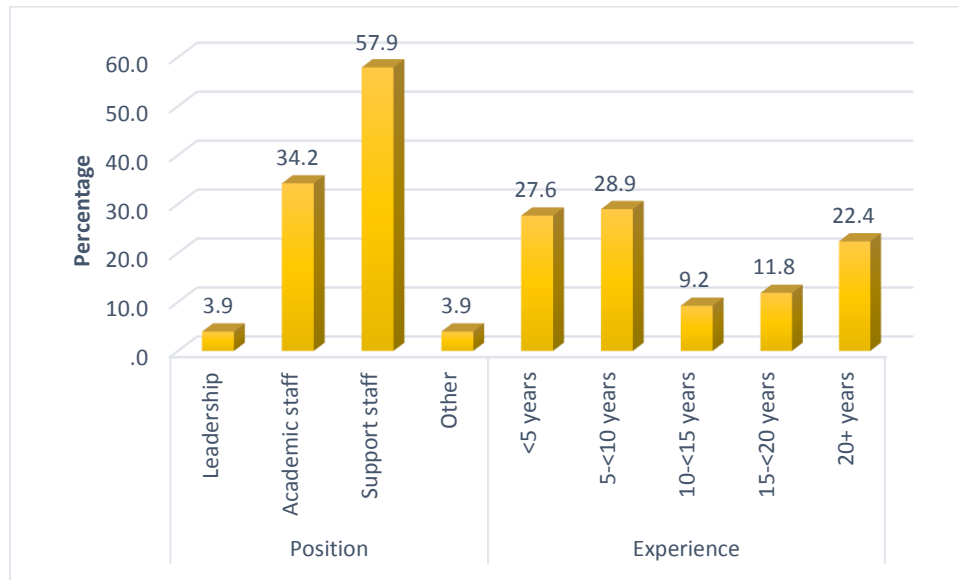


Figure 4.5. Description of respondents by position held as well as experience.

Figure 4.5 shows the relationships between position and experience. The results show that the highest number, 57.9% of respondents $n = 44$, were professional/ support while 3.9%, the lowest $n = 3$, were school leaders or staff in other positions, with academic staff $n = 26$, at 34.2% being the second highest number of respondents in the study. While most staff 28.9%, had 5–10 years of experience working at UKZN, the number ranged between 10–15 years, at 9.2%, and picked up, with 22.4% of staff having more than 20 years working experience.

This shows that the majority of staff at the School of Management, IT & Governance (Westville Campus) are professional and support staff, followed by academic staff. Moreover, it shows that only a moderate number of staff have more than 20 years working at UKZN while the majority of them have been working there between 5–10 years.

In summary, respondents in this study were staff members consisting of the executive management, school leadership, academic staff and support staff from the SMITG, College of Law and Management Studies (Westville Campus) $n = 76$. Moreover, this shows that the School of Management, IT & Governance, (Westville Campus) has the highest number of Black followed by Indian, then white employees who are English speaking, followed by African language speaking employees with most of them being female. Moreover, it has employees between the ages of 23 and 60 years old. Additionally, only a moderate number of staff at the School of Management, IT & Governance, (Westville Campus) have more than 20 years working at UKZN, while the majority of them have been working there between 5-10 years. Most of the employees are professional and support staff, followed by academic staff, and the majority of them attended government schools with the least number coming from private and missionary schools. Refer to Appendix 1, Table 1–7 for frequencies.

4.5. Descriptive statistics

As results are presented as per the objectives of the study, to grasp the statistics, there has to be an awareness that section B of the questionnaire was based on employee commitment amongst staff at the SMITG, College of Law and Management Studies, (Westville Campus), UKZN. This is congruent with the initial aim of the study, wherein the researcher sought to investigate whether there was a correlation between HR practices and employee commitment at higher learning institutions. Section C of the questionnaire was based on the DHRP, and this section is coherent with the second objective of the study. The second objective was to comprehend the extent to which discretionary HR practices at the University of KwaZulu-Natal influence organisational commitment. Section D was based on THRP and is congruent with the third objective that was to evaluate the importance of transactional HR practices upon employee commitment at high-level educational institutions.

Lastly, based on Organisational commitment, Section E is congruent with the first three objectives; however, it also may apply to the fourth objective where the researcher wanted to investigate whether there was a relationship between demographic characteristics and employee commitment in higher learning institutions.

The Cronbach coefficient of the individual HR practice constructs are greater than .7, which shows reliability. Thus, the Cronbach alpha for the discretionary HR practice constructs are as follows: training =.902, pay for performance =.856, performance management =.7, promotional opportunities =.764, selective staffing =.726, developmental opportunities =.870, decision making =.909 and participation =.854. For all the Discretionary HR practices (Discretionary HR practices Scale) = .898.

The Cronbach alpha for the transactional HR practice constructs are as follows: benefits enrolment /administration= .886, information provided by HR =.931, pay accuracy =.768 and the processing of new hire paperwork = .878. For all the transactional HR practices (Transactional HR practices scale) = .924.

Organisational commitment (OCQ measure) in the study has the Cronbach's alpha coefficient of .915.

4.5.1. Objective One: To investigate whether there is a correlation between HR practices and employee commitment at higher learning institutions

Section B aimed to accomplish the initial objective of the study, wherein the researcher sought to investigate whether there was a correlation between HR practices and employee commitment at higher learning institutions. With $n = 76$, Figure 4.6 provides the level of respondents' / staff members agreeing with the question in Section B.

Question 8. How would you describe your work commitment (feelings of loyalty to an organisation due to believing in the organisation, its goals and purpose. Attachment and feeling a sense of allegiance to employer and staying with the organisation because the costs of leaving are too great, engaging in work, desires to work, and commit to a specific career or profession) thus far?

Figure 4.6: Descriptive statistics for the question in Section B (Employee Commitment).



Figure 4.6. Descriptive statistics for Employee Commitment.

Figure 4.6 shows that in terms of employee commitment, most of the staff, 48.7%, felt extremely committed ($n = 37$), followed by 34.2% ($n = 26$) who were committed, while 11.8% ($n = 9$) were on the fence of either being slightly committed or committed, 1.3% ($n = 1$) felt slightly committed as employees at UKZN and 3.9% ($n = 3$) were not committed at all. The degree of respondents' agreement with these statements in section B were implied and interpreted with one representing "Not at all Committed" to five as "Extremely committed". Refer to (Appendix 1, Table 8). When the average commitment score was tested, in a One-Sample Statistics, to see where it falls on the scale from one to five, Appendix 1, Table 9 shows that the standard deviation (0.988) indicates the degree of variance from the mean.

Moreover, the mean score (4.22) findings in Figure 4.6 and Table 9 indicate high levels of respondents in agreement with the statement presented within the questionnaire. When the binomial test was applied, to examine whether a significant proportion of the sample rated their commitment \leq a certain value e.g. 3 or 4, this test showed that a significant 83% of the sample rated their commitment as four or five ($p < .0005$), (see Table 10, Appendix 1). This means that the majority of the staff agreed that they were committed ($n = 26$; 34.2%) and extremely committed ($n = 37$; 48.7%) as employees of UKZN at the School of Management, IT & Governance (Westville Campus).

When Pearson's correlation was applied between Discretionary HR practice constructs (training along with development, pay for performance, performance management, selective staffing, promotional opportunities, participation as well as decision making) and organisational commitment, results show that: there is a moderate positive correlation between commitment and training ($r = .679$; $p < .0005$). The better the perception of training offered, the higher the commitment to the organisation. There is a low positive correlation upon commitment and pay for performance ($r = .379$; $p = .001$). There is a moderate positive correlation between commitment and performance management ($r = .500$; $p < .0005$). There is a moderate positive correlation between commitment and promotional opportunities ($r = .511$; $p < .0005$). There is a moderate positive correlation between commitment and selective staffing ($r = .528$; $p < .0005$). There is a moderate positive correlation between commitment and developmental opportunities ($r = .595$; $p < .0005$). There is a negligible positive, but non-significant correlation between commitment and participation ($r = .066$; $p = .572$).

Therefore, all discretionary HR practices except for participation are correlated, positively and significantly with organisational/employee commitment, with training, followed by developmental opportunities and decision making being the highest correlates respectively and pay for performance being the lowest but significant correlate with employee commitment. Thus, the better the perception of discretionary HR practice offered, the higher the employee commitment to the organisation.

When Pearson's correlation was applied between Transactional practices constructs and organisational commitment, results showed that: there is a moderate positive correlation

between commitment and benefits enrollment ($r = .503$; $p < .0005$). There is a moderate positive correlation between commitment and information provided by HR ($r = .503$; $p < .0005$). There is a moderate positive correlation amongst commitment and pay accuracy ($r = .423$; $p < .0005$); and there is a low positive correlation between commitment and processing of new hire paperwork ($r = .375$; $p < .0005$).

Therefore, there is a positive and significant correlation between all the Transactional HR practices and employee commitment, with benefit enrollment and the information provided by HR ($r = .503$; $p < .0005$), followed by pay accuracy ($r = .423$; $p < .0005$) having the highest positive significant correlation, while the processing of new hire paperwork ($r = .375$; $p < .0005$) has a significant but lowest correlation with employee commitment amongst employees at the School of Management, IT & Governance at UKZN, Westville Campus.

When Pearson's correlation was applied between Discretionary (Cronbach coefficient = .898) and Transactional (Cronbach coefficient = .924) HR practices, as ONE measure (by combining the discretionary and the transactional practices into one instrument) along with employee commitment (Cronbach coefficient = .915), the Cronbach coefficient of the individual HR practice constructs as well as of the measures used were greater than .7 which shows reliability (see Table 4.1).

Table 4.1

Descriptive statistics on correlation between Discretionary and Transactional HR practices and employee commitment

		Correlations		
Commitment		Commitment	DHRPRAC	THRPRAC
	Pearson Correlation	1	.369**	.081
	Sig. (2-tailed)		.001	.484
	<i>N</i>	76	76	76

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.1 shows that there is a low positive significant relationship with Discretionary ($r = .369$; $p=.001$), but not transactional HR practices ($r = .081$; $p=.484$). The better the perception of the HR practices offered, in this case the Discretionary HR practices, the higher the commitment to the organisation.

Pearson's correlation was then applied between Discretionary HR practices as a whole (a measure) and employee commitment, as per Table 4.2.

Table 4. 2

Descriptive statistics on correlation between Discretionary HR Practice and employee commitment

Correlations			
		ORGANISATIONAL COMMITMENT	DHRPRAC
ORGANISATIONAL COMMITMENT	Pearson Correlation	1	.736**
	Sig. (2-tailed)		.000
	<i>N</i>	76	76
DHRPRAC	Pearson Correlation	.736**	1
	Sig. (2-tailed)	.000	
	<i>N</i>	76	76

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.2 shows that there is a high positive significant relationship between Discretionary HR practices ($r = .736$; $p<.0005$) and employee commitment. Thus, the better the perception of the Discretionary HR practices the higher the employee commitment to the organisation. Therefore, there is a positively high significant correlation between Discretionary HR practices and employee commitment as well as a mostly moderate significant correlation between individual transactional HR practices and employee commitment at higher learning institutions; with training and the benefits enrollment/administration as the most significant correlates of the Discretionary and transactional HR practices respectively, with employee commitment.

4.5.2. Objective Two: To understand the extent to which discretionary HR practices at the University of KwaZulu-Natal influence organisational commitment

Section C of the questionnaire was based on the Discretionary HR Practices and aimed to accomplish the second objective of the study. To understand the extent to which discretionary HR practices at the University of KwaZulu-Natal influence organisational commitment. The Table 4.3 depicts the echelons of staff agreeing with questions in Section C with the range of the mean values one = strongly disagree and seven= strongly agree.

Table 4.3

Descriptive statistics for questions in Section C (Discretionary HR Practices)

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
9.1. My institution has provided me with ongoing training, which enables me to do my job better.	76	4.76	1.803	.207
9.2. At my institution, extensive training programs are provided for individuals in this job.	76	4.57	1.644	.189
9.3. Overall, I am satisfied with my training opportunities.	76	4.62	1.751	.201
9.4. There are formal training programs to teach new employees the skills they need in order to perform their jobs.	76	4.61	1.759	.202
9.5. There is a link between how well I perform my job and the likelihood of my receiving a raise in pay	76	3.76	1.832	.210
9.6. Pay raises for employees in this job are based on job performance	74	3.78	1.925	.224
9.7. My pay is tied to my performance	73	3.16	1.795	.210
9.8. In my institution, raises and promotions are tied to performance	75	3.85	1.922	.222
9.9. I often agree with my manager on my performance evaluation	75	5.25	1.386	.160
9.10. During my performance appraisal session, I am allowed a high degree of influence in the determination of my work objectives.	76	4.37	1.704	.195
9.11. I have frequent discussions with my manager about my performance.	76	4.63	1.688	.194
9.12. I understand what my performance will be based on.	75	5.36	1.391	.161
9.13. I am in a dead-end job.	75	3.36	1.813	.209
9.14. I have the opportunity for advancement in my institution.	76	4.66	1.725	.198
9.15. I have a good chance to get ahead in my institution.	75	4.40	1.763	.204
9.16. My institution places great importance on hiring the right person.	76	4.26	1.828	.210
9.17. There is more emphasis on hiring someone quickly than selecting the right person for the job.	75	4.05	1.651	.191
9.18. In the positions that I have held with my institution, I have often been given additional challenging assignments.	75	5.03	1.594	.184
9.19. In the positions that I have held with my institution, I have often been assigned projects that enabled me to develop and strengthen new skills.	75	5.17	1.696	.196
9.20. Besides formal training and development opportunities, I have developed my skills with the challenging job assignments provided to me.	75	5.11	1.721	.199
9.21. In my job, I am allowed to make many decisions.	75	4.75	1.637	.189
9.22. In my job, I am often asked to participate in decisions.	74	4.64	1.685	.196
9.23. In my job, I am provided the opportunity to suggest improvements in the way things are done.	75	5.07	1.580	.182
9.24. I have participated in the selection of new employees.	74	4.11	2.110	.245
9.25. I have participated in the training of new employees.	75	4.32	1.960	.226
9.26. I have been involved in interviewing candidates before they are hired in my institution.	75	3.91	2.213	.256

Results as depicted in the one-sample t-test Table 4.3, Appendix 1, Table 11–13 as well as the graphs for each construct itemised are shown.

Figure 4.7: Depicts descriptive statistics for Training.

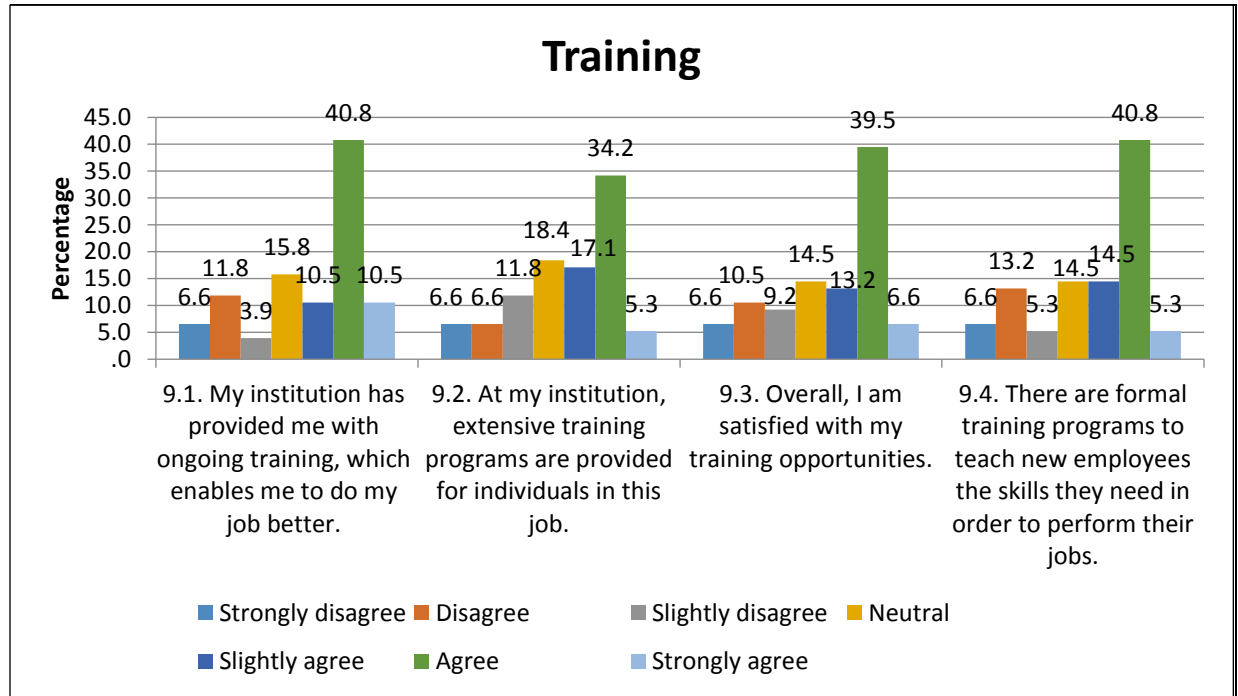


Figure 4.7. Descriptive statistics for Training.

Figure 4.7 shows that there is significant agreement that: ongoing training is provided which enables employees to do their job better ($M=4.76$, $SD=1.803$), $t(75) = 3.691$, $p<.0005$). Extensive training is provided for individuals ($M=4.57$, $SD = 1.644$), $t(75) = 3.001$, $p=.004$). There is overall satisfaction with training opportunities for employees ($M=4.62$, $SD=1.751$), $t(75) = 3.079$, $p=.003$). There are formal training programs to teach new employees the skills they need to perform their jobs ($M=4.61$, $SD=1.759$), $t(75) = 2.999$, $p=.004$). This means that a significant number of employees agree with the existence of training opportunities to enable them to perform their jobs better.

Figure 4.8: Depicts descriptive statistics for Pay for performance.

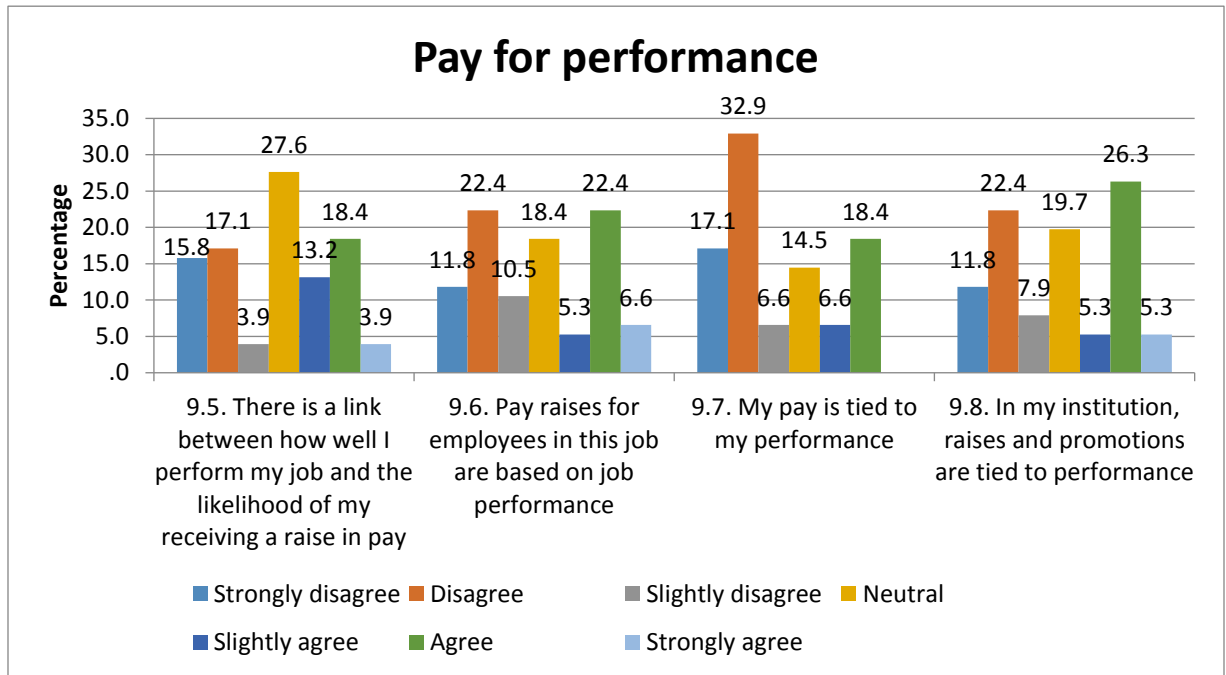


Figure 4.8. Descriptive statistics for Pay for performance.

Figure 4.8 shows that there is neither significant agreement nor disagreement that: there is a linkage between how well employees accomplish their job and the probability of them obtaining an increase in pay ($M=3.76$, $SD= 1.832$), $t (-75) = -1.127$, $p= .263$); and that pay raises for employees are based on job performance ($M=3.78$, $SD= 1.925$), $t (73) = -1.127$, $p= .337$). Moreover, there is significant disagreement that: pay is tied to employees' performance ($M=3.16$, $SD=1.795$), $t (72) = -3.977$, $p<.0005$). This means that the majority of employees disagree and have mixed feeling and opinions about their pay being tied to their performance.

Figure 4.9: Depicts descriptive statistics for performance management.

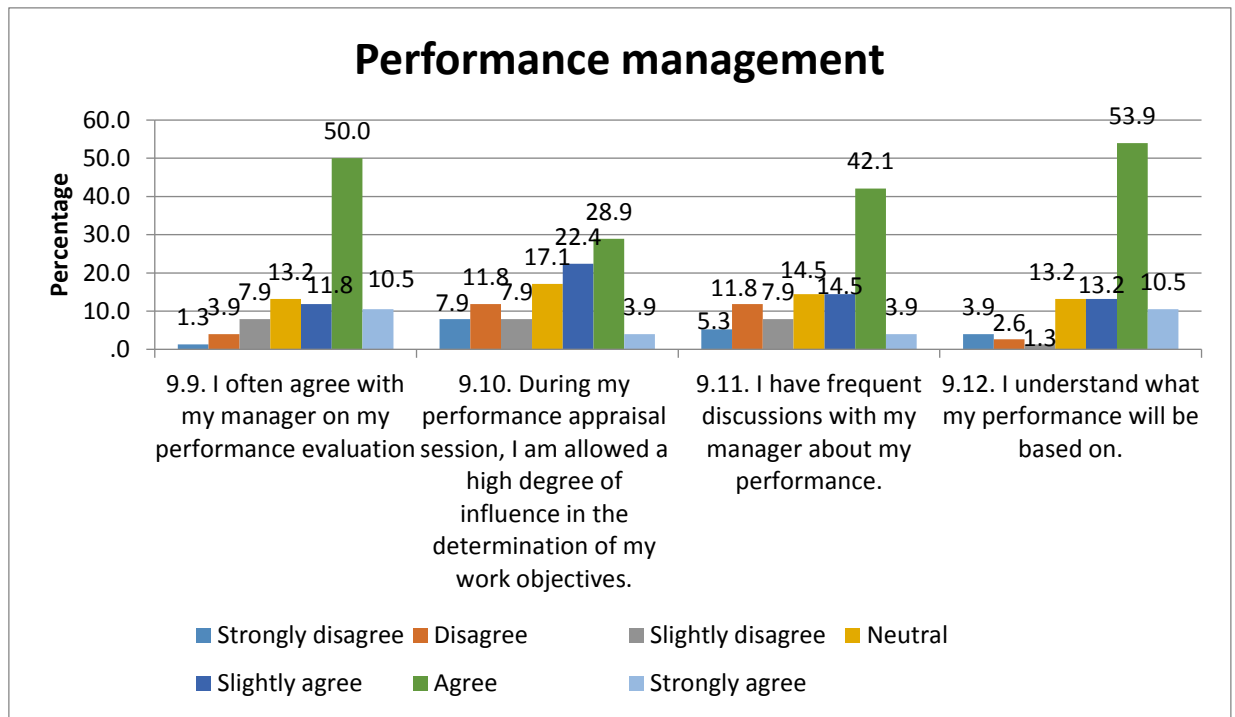


Figure 4. 9. Descriptive statistics for performance management.

Figure 4.9 shows that there is significant agreement that: employees frequently agree with their manager on their performance appraisal ($M=5.25$, $SD=1.386$), $t(74) = 7.830$, $p<.0005$); employees have regular talks with their manager about their performance ($M=4.63$, $SD=1.688$), $t(75) = 3.262$, $p= .002$); and employees comprehend what their performance will be founded on ($M= 5.36$, $SD=1.391$), $t(74) =8.464$, $p<.0005$). However, there is neither significant agreement nor disagreement that: during performance appraisal session, employees are permitted a high extent of influence in the determination of their work goals ($M= 4.37$, $SD=1.704$), $t(75) = 1.885$, $p= .063$). This suggests that the majority of UKZN employees sampled in the study are aware of and agree with the implementation of their performance management evaluations.

Figure 4.10: Depicts promotional opportunities descriptive statistics.

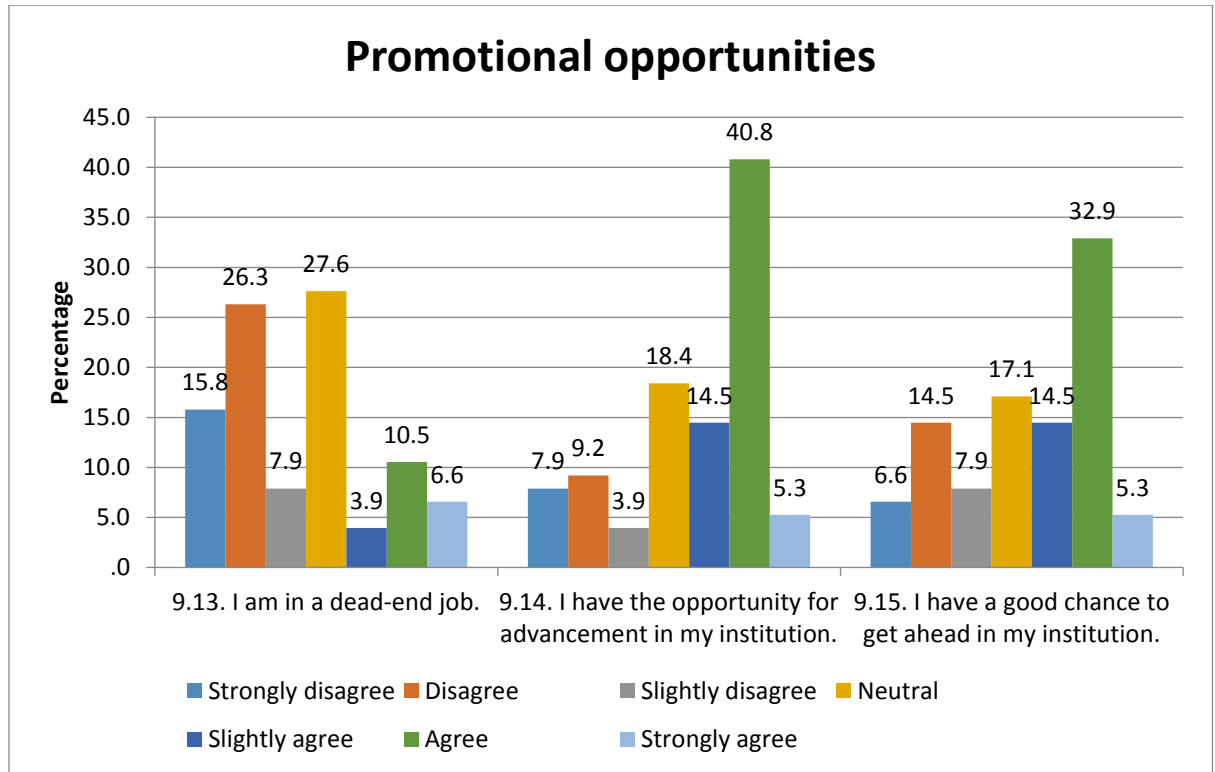


Figure 4.10. Descriptive statistics for promotional opportunities.

Figure 4.10 shows there is a significantly neutral response that employees feel like they are in a dead-end job ($M=3.36$, $SD=1.813$), $t(74) = -3.057$, $p=.003$). However, there is significant agreement that employees have the opportunity for advancement at UKZN ($M=4.66$, $SD=1.725$), $t(75) = 3.325$, $p=.001$); while there is neither significant agreement nor disagreement that employees have a good chance to get ahead at UKZN ($M=4.40$, $SD=1.763$), $t(74) = 1.965$, $p=.053$). This suggests that the majority of UKZN employees at the School of Management, IT & Governance (Westville Campus) feel and agree that there are opportunities for advancement at UKZN.

Figure 4.11: Depicts descriptive statistics for Selective staffing.

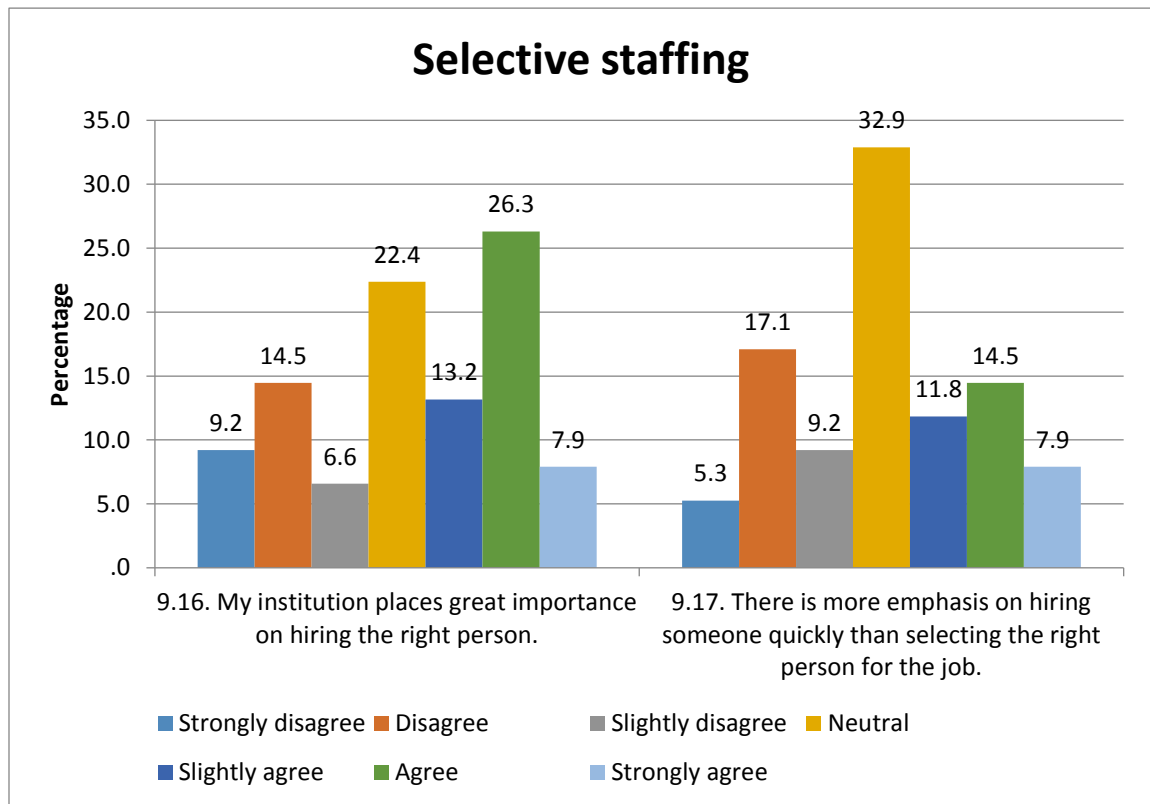


Figure 4.11. Descriptive statistics for Selective staffing.

Figure 4.11 shows there is neither significant agreement nor disagreement that: UKZN places great importance on hiring the right person ($M= 4.26$, $SD=1.828$), $t(75) = 1.255$, $p = .213$); and there is prominence on appointing someone quickly rather than decide on the right person for the job ($M= 4.05$, $SD=1.651$), $t(74) = .280$, $p = .780$). This suggests that the majority of UKZN employees at the School of Management, IT & Governance (Westville Campus) neither agree nor disagree about the hiring procedures and the selection of staff at their faculty.

Figure 4.12: Depicts descriptive statistics for Developmental opportunities.

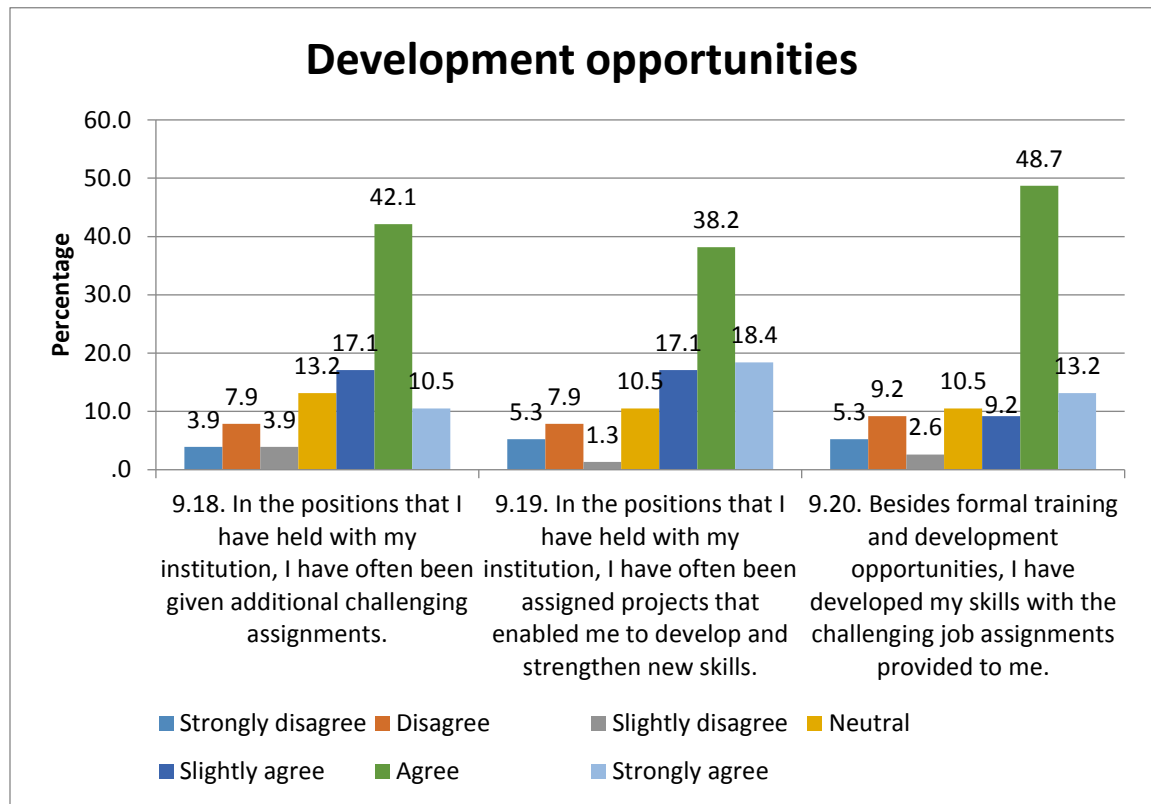


Figure 4.12. Descriptive statistics for Developmental opportunities.

Figure 4.12 shows there is significant agreement that: in the positions they have held, employees have regularly been given extra challenging assignments ($M= 5.03$, $SD=1.594$), $t(74)=5.579$, $p<.0005$); in the positions they have held, employees have often been given projects that aided them to develop and reinforce new skills ($M= 5.17$, $SD=1.696$), $t(74)=5.993$, $p<.0005$); besides formal training and development prospects, employees have developed their skills with the challenging work assignments presented to them ($M= 5.11$, $SD=1.721$), $t(74)=5.569$, $p<.0005$). This suggests that the majority of UKZN employees at the School of Management, IT & Governance, (Westville Campus) agree that there is a significant level of developmental opportunities for them in their employment positions.

Figure 4.13: Depicts Decision making descriptive statistics.

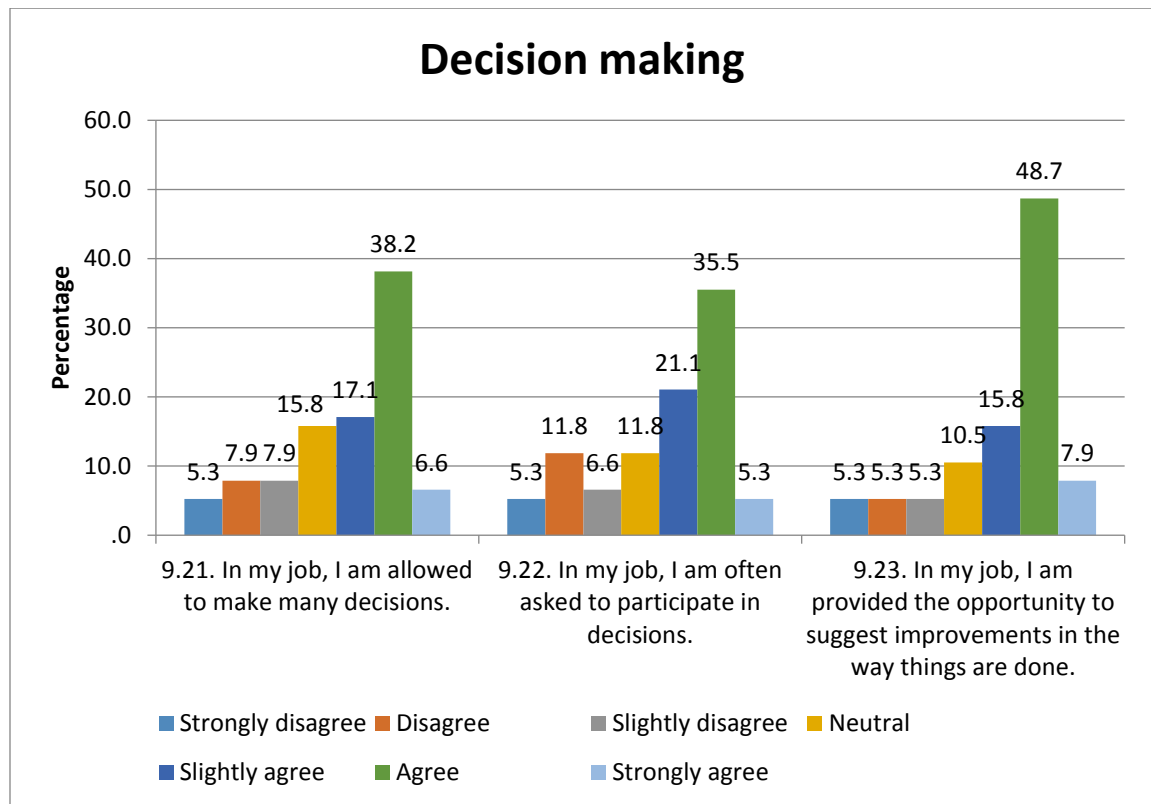


Figure 4.13. Descriptive statistics for Decision making.

Figure 4.13 shows that as with developmental opportunities, there is significant agreement that: employees are allowed to make many decisions in their job ($M= 4.75$, $SD=1.637$), $t(74) = 3.951$, $p<.0005$; employees are frequently requested to take part in decisions in their job ($M= 4.64$, $SD= 1.685$), $t(73) = 3.243$, $p= .002$; employees are given the opportunity to propose developments in the way things are done in their job ($M= 5.07$, $SD=1.580$), $t(74) = 5.848$, $p<.0005$). Suggesting that the majority of employees feel included in decision making. This means that a significant number of UKZN employees at the School of Management, IT & Governance (Westville Campus) agree that there are decision making opportunities for them in their employment positions.

Figure 4.14: Depicts descriptive statistics for Participation.

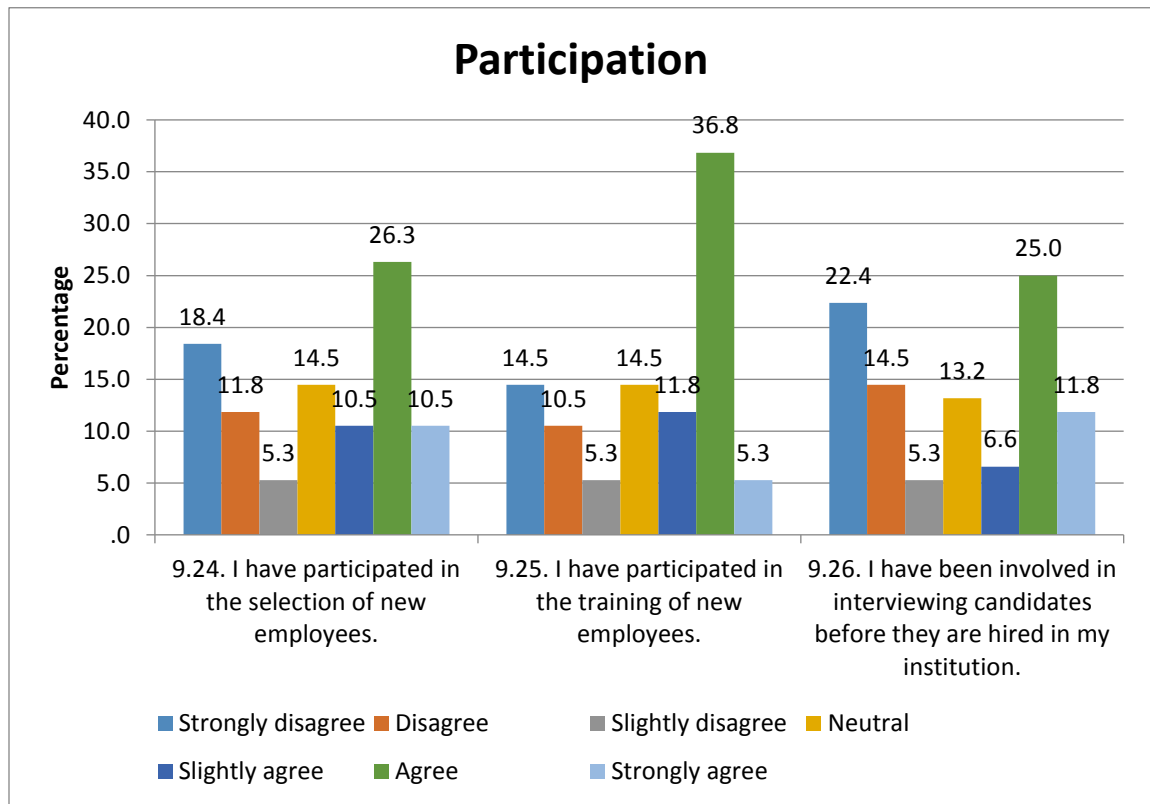


Figure 4.14. Descriptive statistics for Participation.

Figure 4.14 shows that there is neither significant agreement nor disagreement that: workers have taken part in the selection of new employees ($M= 4.11$, $SD=2.110$), $t(73) = .441$, $p = .661$); employees have taken part in the training of new employees ($M= 4.32$, $SD=1.960$), $t(74) = 1.414$, $p=.162$); employees have been included in interviewing candidates before they are appointed in their institution ($M= 3.91$, $SD=2.213$), $t(74) = -.365$, $p= .716$). This proposes that the majority of UKZN employees sampled in the study neither agree nor disagree and have mixed opinions and feelings about being involved or taking part in the selection of new personnel, training them or interviewing them, and thus about participation in their institution.

To explain surveyed relationships between several variables in terms of simpler relations (Cattell, 1965) and to simplify complex sets of data using statistical techniques and simplify the correlation matrices (Kline, 2014), factor analysis (called principal axis factoring in SPSS) with oblimin rotation (an oblique rotation) is applied, where items that cross load (load onto multiple factors) or items that load weakly onto all factors are removed from the analysis in order to obtain the best set of questions and ensure validity and reliability.

Results are presented in Table 4.4 where the Kaiser-Meyer-Olkin value was 0.726 ($KMO > .7$) and this value surpasses the necessary value of 0.6 (Kaiser, 1974). Moreover, the Bartlett's Test of Sphericity (Bartlett, 1954) has statistical significance (Bartlett's $p < .05$). This supports the favourability of the correlation matrix and indicates that the data is adequate for factor extraction and that the process has been successful.

Table 4.4

Factor analysis KMO and Bartlett's Test

<i>KMO and Bartlett's Test</i>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.726
Bartlett's Test of Sphericity	Approx. Chi-Square	1042.140
	<i>df</i>	253
	Sig.	.000

When the total variance was explained, results showed that the first six factors account for 74.43% of the total variance. See Appendix 1, Table 13.

For this objective to be addressed the regression analysis was applied. The independent variables are the factors that measure aspects of discretionary HR practices. The dependent variable is the commitment scale. The researcher applied regression to each IV separately and then included them all in one regression, and, all checks for necessary conditions were done and are satisfied.

Results showed that:

Training accounts for 46.2% of the variance in commitment ($R^2 = .462$), $F(1, 74) = 63.470$, $p < .0005$), meaning that training is a significant predictor of commitment ($\beta = .598$, $p < .0005$).

Pay for performance accounts for 14.4% of the variance in commitment ($R^2 = .144$), $F(1, 74) = 12.425$, $p = .001$). This denotes that Pay for performance is a significant predictor of commitment ($\beta = .332$, $p = .001$).

Performance management accounts for 25.0% of the variance in commitment ($R^2 = .250$), $F(1, 74) = 24.706$, $p < .0005$). This signifies that Performance management is a significant predictor of commitment ($\beta = .332$, $p < .0005$).

Promotional opportunities account for 26.1% of the variance in commitment ($R^2 = .261$), $F(1, 74) = 26.157$, $p < .0005$). This represents that Promotional opportunities are a significant predictor of commitment ($\beta = .475$, $p < .0005$).

Selective staffing accounts for 27.9% ($R^2 = .279$), $F(1, 74) = 28.619$, $p < .0005$), meaning that selective staffing is a significant predictor of commitment ($\beta = .459$, $p < .0005$).

Developmental opportunities account for 35.4% of the variance in commitment ($R^2 = .354$), $F(1, 73) = 40.035$, $p < .0005$). This signifies that developmental opportunities form part of the significant predictors of organisational commitment ($\beta = .540$, $p < .0005$).

Decision making accounts for 30.8% of the variance in commitment ($R^2 = .308$), $F(1, 73) = 32.542$, $p < .0005$), meaning that decision making is a significant predictor of commitment ($\beta = .502$, $p < .0005$).

Participation accounts for 00.4% of the variance in commitment ($R^2 = .004$), $F(1, 73) = .322$, $p = .572$). This means, however, that participation is not a significant predictor of commitment ($\beta = .049$, $p = .572$).

Finally, when taken together, Discretionary HR practices account for 54.1% of the variance in commitment ($R^2 = .541$), $F(1, 74) = 87.376$, $p < .0005$). This suggests that DHRP are a significant predictor of organisational commitment ($\beta = 1.042$, $p < .0005$).

Training ($\beta = .598, p < .0005$) is the most important predictor of commitment, followed by developmental opportunities ($\beta = .540, p < .0005$) and decision making ($\beta = .502, p < .0005$). Selective staffing, promotional opportunities and performance management are slightly important predictors of OC, while pay for performance is a very low to negligible predictor of OC with participation as a non-significant predictor of commitment.

Therefore, this suggests that Discretionary HR practices have a 54.1% influence on the commitment of employees at the University of Kwazulu-Natal, amongst employees at the School of Management, IT & Governance, College of Law and Management Studies (Westville Campus).

4.5.3. Objective Three: To evaluate the importance of transactional HR practices on employee commitment at high-level educational institutions

Section D aims to accomplish the third objective of the study wherein the researcher sought to evaluate the importance of transactional HR practices on employee commitment at high-level educational institutions. With $n = 76$, Table 4.5 provides the ranges of staff members responses of the questions in Section D.

Table 4.5

Descriptive statistics for the questions in Section D (Transactional HR Practices)

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error
10.1 When I started at this institution, administration of the benefits I receive as part of my employment package was done accurately	75	4.64	1.706	.197
10.2. When I started at this institution, administration of the benefits I receive as part of my employment package was completed in a timely manner	76	4.93	1.586	.182
10.3. When I started at this institution, the execution of the benefits I receive as part of my employment package was handled properly.	76	4.83	1.628	.187
10.4. Questions regarding my benefits are answered in a timely manner.	74	4.57	1.705	.198
10.5. The Human Resources Department will get back to me within a reasonable amount of time when I have a question.	76	4.26	1.723	.198
10.6. The information I receive from the Human Resources Department is clear.	76	4.61	1.737	.199
10.7. The information I receive from the Human Resources Department is timely.	76	4.28	1.725	.198
10.8. The information I receive from the Human Resources Department is accurate.	76	4.58	1.577	.181
10.9. When required, adjustments to paychecks are processed accurately.	75	4.72	1.410	.163
10.10. When required, adjustments to paychecks are processed right away.	74	4.54	1.546	.180
10.11. Deductions from my paycheck for benefits are always correct.	76	5.33	1.159	.133
10.12. My hire paperwork was processed in a timely manner.	76	5.18	1.430	.164
10.13. My hire paperwork was processed accurately.	76	5.14	1.503	.172
10.14. I received my first paycheck on time.	76	5.63	1.477	.169

A One-sample t-test was applied (refer to Appendix 1, Table 14).

Figure 4.15: Depicts descriptive statistics for Benefits enrollment (administration).

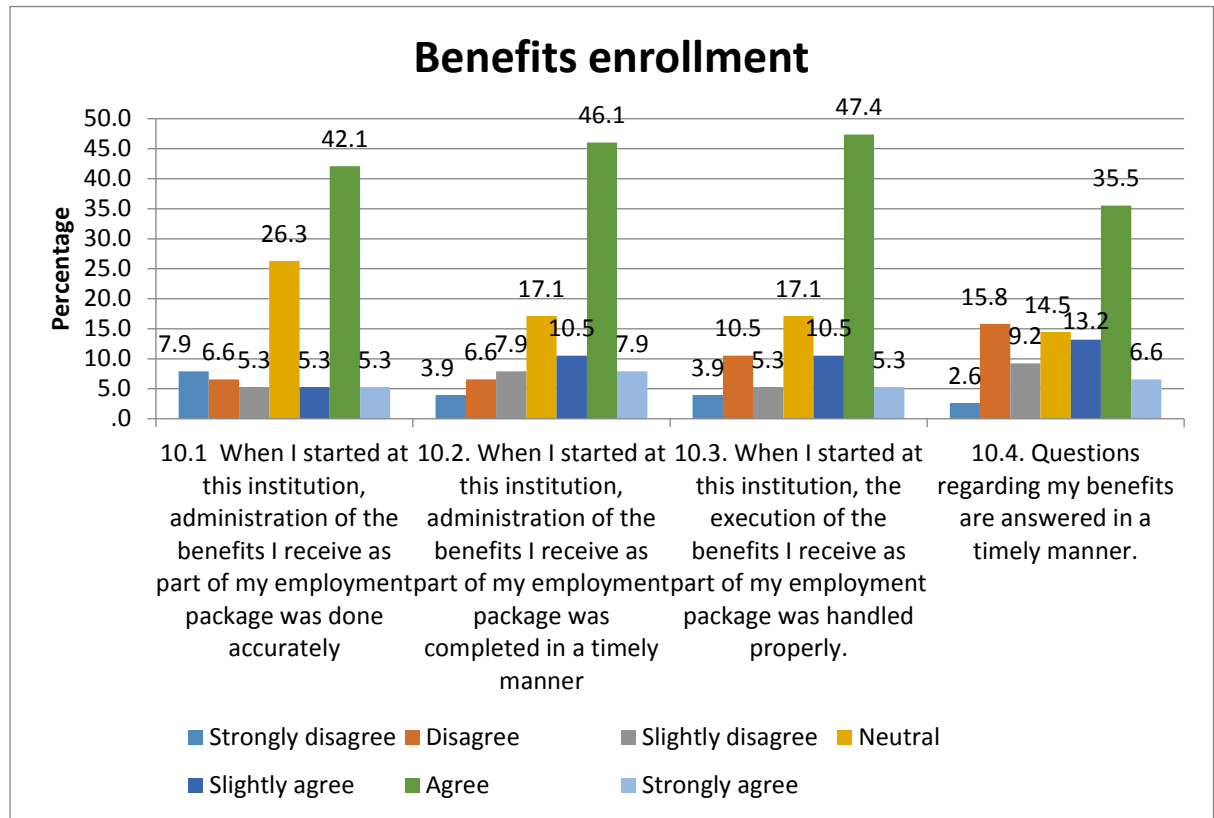


Figure 4.15. Descriptive statistics for Benefits enrollment (administration).

Figure 4.15 shows there is significant agreement that: administration of the benefits employees received as part of their employment package was done accurately when they first started at UKZN ($M= 4.64$, $SD=1.706$), $t(74) = 3.250$, $p= .002$); when employees started at this institution, administration of the benefits they received as part of their employment package was completed in a timely manner ($M=4.93$, $SD= 1.586$), $t(75) = 5.135$, $p<.0005$); when employees started at the UKZN institution, the execution of the benefits they received as part of their employment package was handled properly ($M=4.83$, $SD= 1.628$), $t(75) = 4.439$, $p< .0005$); questions regarding employees benefits are

answered in a timely manner ($M= 4.57$, $SD= 1.705$), $t(73) = 2.864$, $p= .005$). This means that a significant number of UKZN employees sampled in the study agree that benefits administration was done accurately, timeously and handled properly.

Figure 4.16: Depicts descriptive statistics for Information provided by HR.

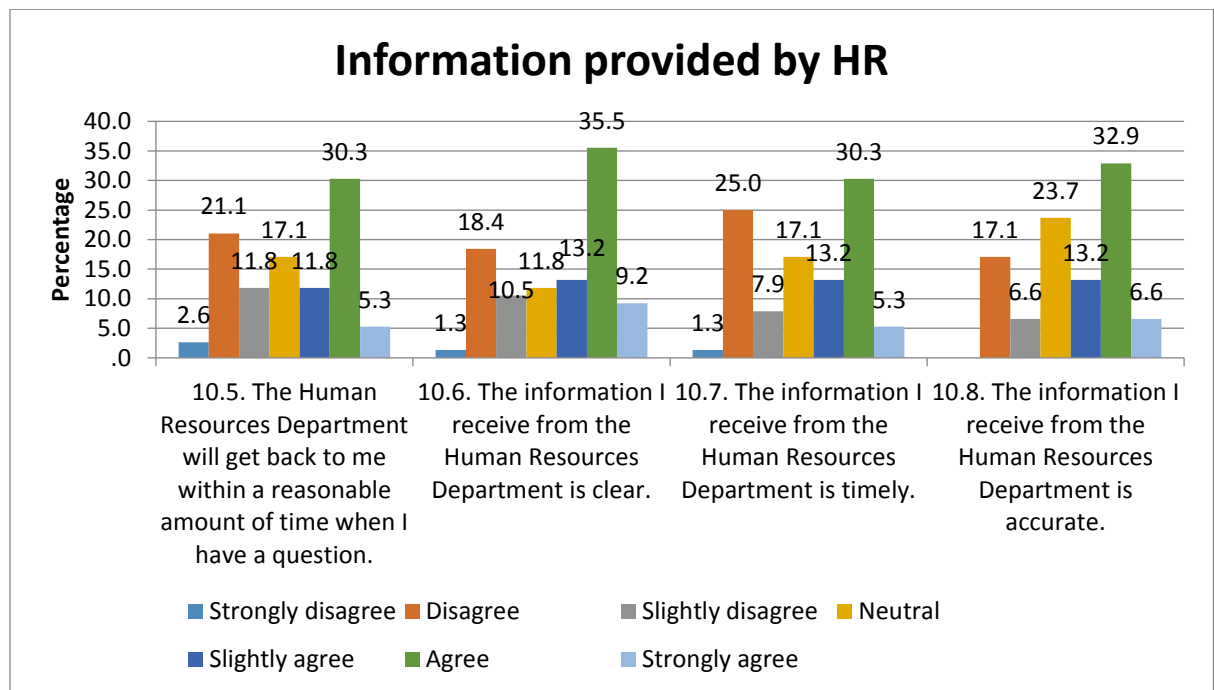


Figure 4.16. Descriptive statistics for Information provided by HR.

Figure 4.16 shows there is significant agreement that: the information employees obtain from the Human Resources Department is clear ($M=4.61$, $SD= 1.737$), $t(75) = 3.039$, $p= .003$); and the information employees obtain from the Human Resources Department is correct ($M= 4.58$, $SD= 1.577$), $t(75) = 3.200$, $p= .002$). On the other hand, there is neither significant agreement nor disagreement that: the Human Resources Department will get back to employees within a sensible amount of time when they have a question ($M=4.26$, $SD=1.705$) as well as that the information employees obtain from the Human Resources

Department is timely ($M=4.28$, $SD= 1.725$). This proposes that a some of UKZN employees at the School of Management, IT & Governance, (Westville Campus) neither agree nor disagree and have mixed opinions and feelings about receiving information timeously as well as within a reasonable amount of time when they have questions. However, a reasonable number of employees significantly agreed to receiving clear and accurate information from the HR department.

Figure 4.17: Depicts descriptive statistics for Pay accuracy.

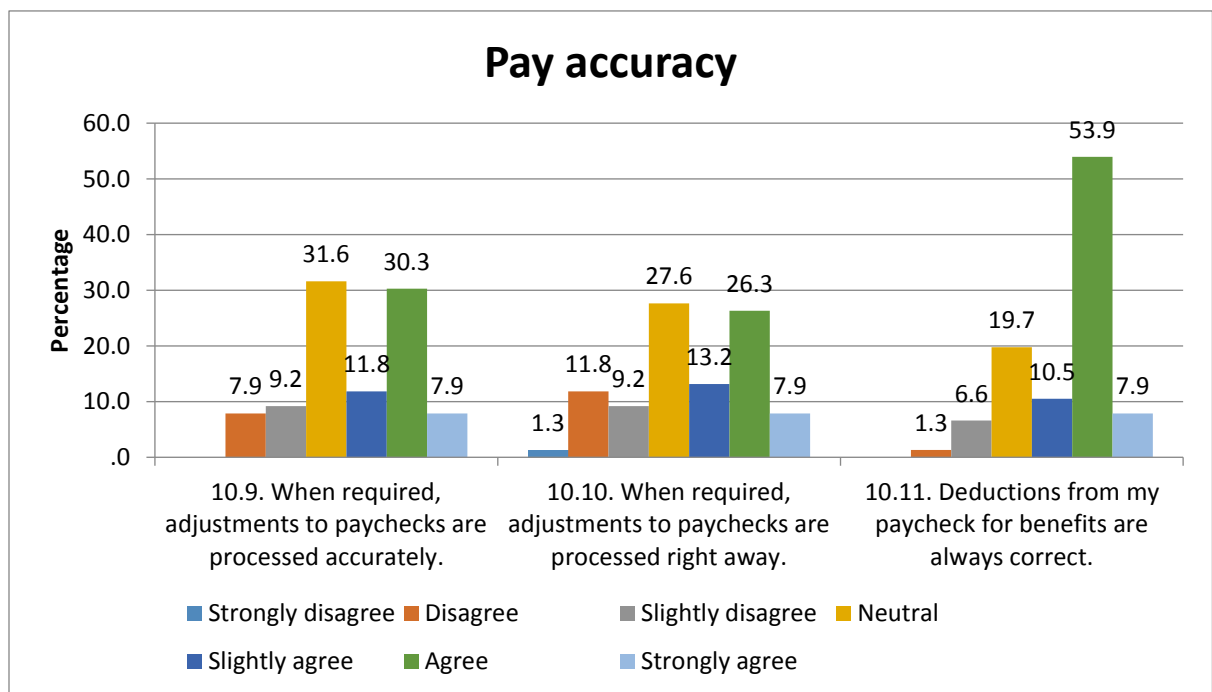


Figure 4.17. Descriptive statistics for Pay accuracy.

Figure 4.17 shows there is significant agreement that: when required, adjustments to paychecks are processed accurately ($M= 4.72$, $SD= 1.410$), $t(74) = 4.422$, $p< .0005$); when required, adjustments to paychecks are processed right away ($M= 4.54$, $SD= 1.546$), $t(73) = 3.009$, $p= .004$); and deductions from employees' paychecks for benefits are always

correct ($M= 5.33$, $SD= 1.159$), $t(75) = 9.995$, $p < .0005$), suggesting that a considerable number of employees agree to being paid accurately.

Figure 4.18: Depicts descriptive statistics for the Processing of new hire paperwork.

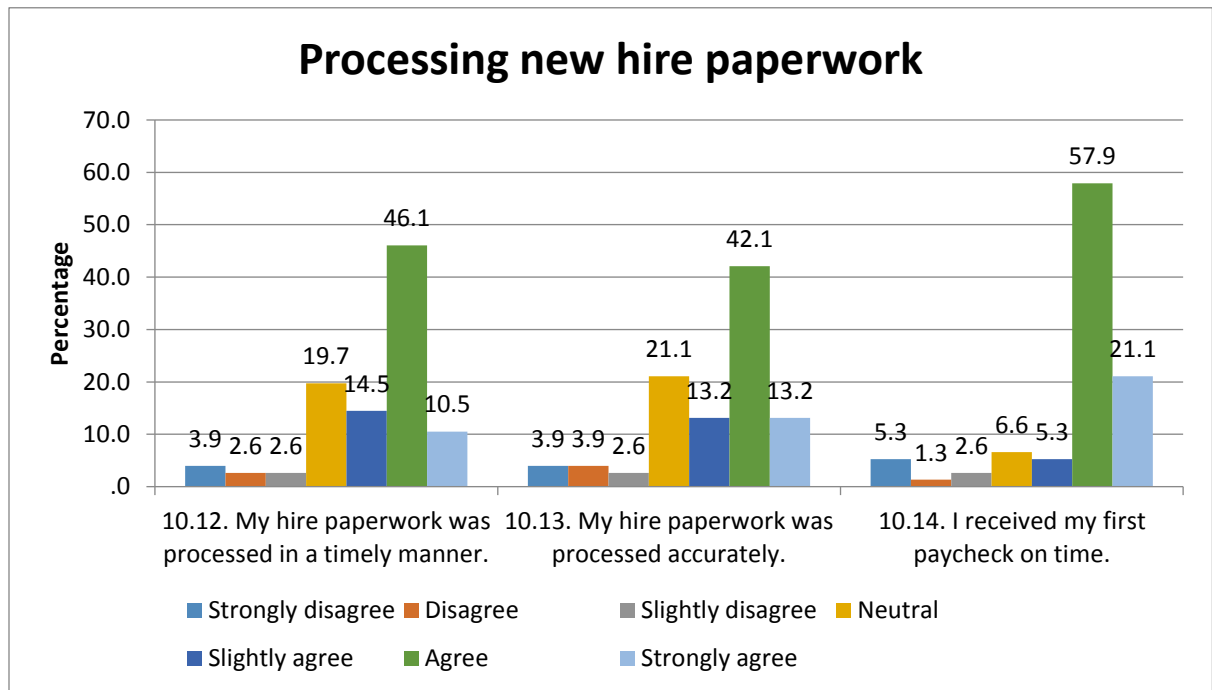


Figure 4.18. Descriptive statistics for the Processing of new hire paperwork.

Figure 4.18 shows there is highly significant agreement that: employees' hire paperwork was administered in a timely manner ($M= 5.18$, $SD= 1.430$), $t(75) = 7.218$, $p < .0005$); employees' hire paperwork was processed accurately ($M= 5.14$, $SD= 1.503$), $t(75) = 6.640$, $p < .0005$) as well as that employees received their first paycheck on time ($M= 5.63$, $SD= 1.477$), $t(75) = 9.628$, $p < .0005$). This suggests efficiency in how the HR practice of the processing of new hire paperwork is executed.

When the regression analysis was done, findings depicted that:

Benefit enrollment accounts for 25.3% of the variance in commitment ($R^2 = .253$), $F(1, 74) = 25.077$, $p < .0005$). This signifies that Benefit enrollment is a significant predictor of commitment ($\beta = .475$, $p < .0005$) and plays a highly important role in enhancing employee commitment at high-level educational institutions.

While Benefit enrollment accounts for 25.3% of the variance in commitment, Information provided by HR also accounts for 25.3% of the variance in commitment with ($R^2 = .253$), $F(1, 74) = 25.020$, $p < .0005$). This symbolises that Information provided by HR is a significant predictor of commitment ($\beta = .440$, $p < .0005$) and is vital in influencing employee commitment.

Furthermore, pay accuracy accounts for 17.9% of the variance in commitment ($R^2 = .179$), $F(1, 74) = 16.161$, $p < .0005$). This means that pay accuracy is a significant predictor of commitment ($\beta = .497$, $p < .0005$) and has some influence in enhancing organisational commitment at institutions.

Lastly, the processing of new hire paperwork accounts for 14.1% variance in commitment ($R^2 = .141$), $F(1, 74) = 12.144$, $p = .001$). This means that processing of new hire paperwork is a significant predictor of commitment ($\beta = .384$, $p < .001$) although it has the lowest importance in influencing employee commitment at the UKZN School of Management, IT & Governance as compared to the other transactional HR practices mentioned.

A backward elimination regression analysis was done and results show that: benefit enrollment accounts for 32.1% variance with employee commitment ($R^2 = .321$), $F(2, 73) = 17.238$, $p < .0005$). This means that benefit enrollment is a significant predictor of commitment ($\beta = .301$, $p < .001$), as well as that Information provided by HR accounts for 32.1% of the variance in commitment with ($R^2 = .321$), $F(2, 73) = 17.238$, $p < .0005$). This shows that Information provided by HR is a significant predictor of commitment ($\beta = .279$, $p < .0005$).

Benefit enrollment and Information provided by HR are the highest predictors of employee commitment, as they together accounted for 50.6% variance in commitment, highlighting the role and the importance of transactional HR practices on employee commitment

amongst employees at UKZN. Pay accuracy came second after benefit enrollment and information provided by HR in terms of the importance it plays in influencing employee commitment.

The processing of new hire paperwork is the least significant predictor of commitment ($\beta=.384, p<.001$), and is thus the least vital practice in its contribution towards employee commitment as it only accounts for 14.1% variance in commitment ($R^2=.141$), $F(1,74) = 12.144, p=.001$) amongst the sampled employees at the UKZN high level educational institution.

Therefore, benefits enrollment and information provided by the HR department are the most important transactional HR practices followed by pay accuracy in influencing employee commitment at the UKZN high-level educational institution, School of Management, IT & Governance, (Westville Campus).

4.5.4. Section E: The Occupational Commitment Questionnaire (OCQ) for all the objectives of the study

Table 4.6 depicts the ranges of staff agreeing with questions in Section E.

Table 4.6

Descriptive statistics for the questions in Section E (OCQ)

	One-Sample Statistics			
	<i>N</i>	Mean	Std. Deviation	Std. Error Mean
11.1. I am willing to put in a great deal of effort beyond that normally expected in order to help this institution be successful.	76	6.04	1.183	.136
11.2. I recommend this institution to my friends as a great institution to work for.	76	5.24	1.582	.181
11.3. I feel very little loyalty to this institution.	76	4.26	2.002	.230
11.4. I would accept almost any type of job assignment in order to keep working for this institution.	76	4.38	1.883	.216
11.5. I find that my values and the values of this institution are very similar.	76	4.84	1.609	.185
11.6. I am proud to tell others that I am part of this institution.	75	5.24	1.584	.183
11.7. I would be just as happy working for a different institution as long as the type of work is similar.	76	5.00	1.649	.189
11.8. This institution really inspires me to do my job as well as I can.	76	5.05	1.656	.190
11.9. It would take very little change in my present circumstances for me to leave this institution.	76	4.29	1.656	.190
11.10. I am extremely glad that I chose this institution to work for over others I was considering at the time I joined.	76	4.99	1.587	.182
11.11. There's not too much to be gained by sticking with this institution indefinitely.	75	3.69	1.716	.198
11.12. Often, I find it difficult to agree with this institution's policies on important matters relating to its employees.	75	4.11	1.494	.172
11.13. I really care about the fate of this institution.	74	5.68	1.356	.158
11.14. For me this is the best of all possible institutions for which to work.	76	4.64	1.687	.193
11.15. Deciding to work for this institution was a definite mistake on my part.	76	2.57	1.619	.186

Figure 4.19: Depicts descriptive statistics for OCQ.

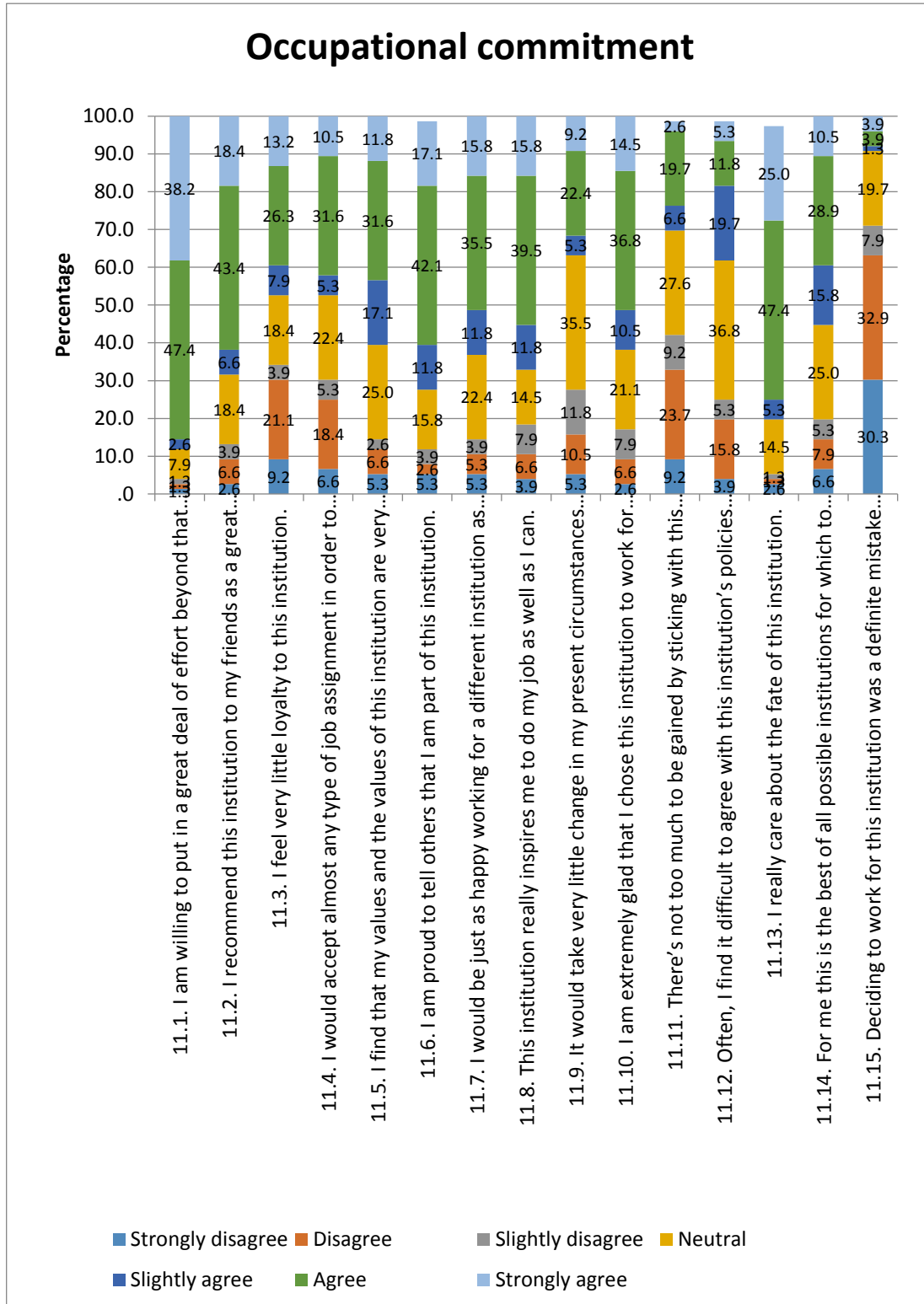


Figure 4.19. Descriptive statistics for questions in section E (OCQ).

As depicted in Table 4.6 and Figure 4.19, as well as in Appendix 1, Table 17, findings show that: there is significant agreement that: employees are willing to put in a great deal of effort beyond that normally expected in order to help UKZN be successful ($M=6.04$, $SD=1.183$), $t(75)=15.035$, $p<.0005$); employees would recommend UKZN to their friends as a great institution to work for ($M=5.24$, $SD=1.582$), $t(75)=6.815$, $p<.0005$); employees find that their values and the values of this institution are very comparable ($M=4.84$, $SD=1.609$), $t(75)=4.563$, $p<.0005$); employees are proud to tell others that they are part of this institution ($M=5.24$, $SD=1.584$), $t(74)=6.779$, $p<.0005$); employees would be just as happy working for another institution as long as the nature of work is similar ($M=5.00$, $SD=1.649$), $t(75)=5.286$, $p<.0005$); UKZN really inspires employees to do their job as well as they can ($M=5.05$, $SD=1.656$), $t(75)=5.540$, $p<.0005$); employees are extremely glad that they chose the UKZN institution to work for over others they were deliberating at the time they joined ($M=4.99$, $SD=1.587$), $t(75)=5.420$, $p<.0005$); employees really care about the fate of UKZN ($M=5.68$, $SD=1.356$), $t(73)=10.631$, $p<.0005$); and finally, that for the employees, UKZN is the best of all possible institutions for which to work ($M=4.64$, $SD=1.687$), $t(75)=3.332$, $p=.001$).

However, there is significant disagreement that deciding to work for UKZN was a definite mistake on the part of the employees ($M=2.57$, $SD=1.619$), $t(75)=-7.721$, $p<.0005$).

Furthermore, there is neither agreement nor disagreement that: employees feel very little loyalty to the UKZN institution of higher learning ($M=4.26$, $SD=2.002$), $t(75)=1.146$, $p=.256$); they would take on almost any type of job assignment so as to keep working for UKZN ($M=4.38$, $SD=1.883$), $t(75)=1.767$, $p=.081$); it would take very little change in the employees' existing conditions for them to leave UKZN ($M=4.29$, $SD=1.656$), $t(75)=1.524$, $p=.132$); there is not too much to be acquired by sticking with UKZN indeterminately ($M=3.69$, $SD=1.716$), $t(74)=-1.548$, $p=.126$); as well as that often, employees find it hard to agree with the UKZN institution's policies on significant matters relating to its employees ($M=4.11$, $SD=1.494$), $t(74)=.618$, $p=.538$).

Factor analysis with oblimin rotation was applied, where items that cross load or items that load weakly onto all factors were removed from the analysis to get the best set of questions

and ensure validity and reliability. Results are presented in Table 4.7. The Kaiser-Meyer-Olkin value was 0.779 ($KMO > .7$) and this value surpasses the necessary value of 0.6 required (Kaiser, 1974). Moreover, the Bartlett's Test of Sphericity (Bartlett, 1954) attained statistical significance (Bartlett's $p \leq 0.001$). This supports the favourability of the correlation matrix and shows that the data is adequate for factor extraction and that the process has been successful.

Table 4.7

Factor analysis KMO and Bartlett's Test

<i>KMO and Bartlett's Test</i>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.779
Bartlett's Test of Sphericity	Approx. Chi-Square	487.235
	<i>df</i>	91
	Sig.	.000

Table 4.8 shows the descriptive statistics of the Commitment measure (OCQ) used in the study.

Table 4.8

Descriptive statistics of section E (OCQ)

One-Sample Statistics				
	<i>N</i>	Mean	Std. Deviation	Std. Error Mean
COMMITMENT SCALE	76	4.9123	1.34678	.15449

As seen in Table 4.8, the measure of Commitment OCQ used in the study has a Cronbach's alpha coefficient of .915, which designates its validity in the South African context and indicates good internal consistency. Moreover, there is significant agreement with questions in Section E ($M=4.9123$, $SD= 1.34678$), $t(75) = 5.905$, $p < .0005$). The variance explained is 38.189% (see Appendix 1, Tables 16–19).

4.5.5. Objective Four: To investigate whether there is a relationship between demographic characteristics and employee commitment in higher learning institutions

For these the ANOVA and independent samples t-test were used to test for significant differences across the categories of the variables. For age, the Pearson's correlation was applied.

There were no significant differences across gender, age, race, language, school attended, position and experience.

Testing to see whether experience, position or age made a difference to the prediction of commitment with regards to the IV's, the following was discovered:

- **Experience**

Experience does have a moderating outcome on the association between selective staffing and commitment. Moreover, from the regression analysis done on each experience category separately: 5 < years of working experience account for 32.8% of the variance in commitment ($R^2 = .328$), $F(1, 19) = 9.262$, $p = .007$). This shows that selective staffing is a significant predictor of commitment ($\beta = .359$, $p = .007$). On the other hand, 5 - < 10 years of working experience at UKZN account for 40.2% of the variance in commitment ($R^2 = .402$), $F(1, 20) = 13.472$, $p = .002$), suggesting that selective staffing is a significant predictor of commitment ($\beta = .467$, $p = .002$). Hence, for both < 5 and 5–10 groups, this IV is a significant predictor of Commitment. However, from the size of the β coefficient, the predictability is stronger for 5–10-year working experience.

Experience also has a moderating effect on the relationship amongst developmental opportunities and commitment. Thus, 5 - < 10 years of working experience of employees account for 38.9% of the variance in employee commitment/OC ($R^2 = .389$), $F(1, 19) = 12.103$, $p = .003$). This suggests that developmental opportunities are a significant predictor of commitment ($\beta = .440$, $p = .003$). This moreover, suggests that

there is a correlation between experience and developmental opportunities in implicating or enhancing organisational commitment in higher learning institutions.

Experience has a moderating effect on the relationship between decision making and commitment. 5 - < 10 years' experience of working at UKZN accounts for 42.6% of variance in commitment ($R^2 = .426$), $F(1, 19) = 12.903$, $p = .001$). This signifies that decision making is a significant predictor of commitment ($\beta = .432$, $p = .001$), and implies that there is a correlation between experience and decision making in implicating or enhancing organisational commitment in higher learning institutions. Therefore, this suggests that the effects of the IVs on commitment differs across working experience.

○ **Position**

Testing whether position with the HR practice of selective staffing has a moderating effect on any of the above results, the regression analysis showed that support staff account for 21.2% of variance in the relationship between selective staffing and commitment ($R^2 = .212$), $F(1, 42) = 11.287$, $p = .002$). This suggests that the support staff position is a significant predictor of commitment in this analysis ($\beta = .332$, $p = .002$). Therefore, this suggests that the effects of the IVs on commitment differs across position.

Additionally, support staff had a significant influence on the correlation between developmental opportunities and commitment, moreover, the regression analysis showed that support staff accounted for 33.8% of variance in commitment in this analysis ($R^2 = .338$), $F(1, 41) = 20.967$, $p < .0005$). This suggests that the support staff position is a significant predictor of commitment while there are developmental opportunities ($\beta = .338$, $p < .0005$). Thus, there is a correlation between developmental opportunities and position in enhancing employee commitment in higher learning institutions. Therefore, this implies that the effects of the IVs on commitment differs across position.

Support staff also had a significant impact on the relationship between decision making and commitment. The regression analysis showed that support staff accounted for 30.6% of variance in the relationship between decision making and commitment ($R^2 = .306$), $F(1, 41) = 18.082$, $p < .0005$). This suggests that the support staff position is a significant predictor of decision making and commitment ($\beta = .422$, $p < .0005$). Therefore, this means that the effect of the IVs on commitment differs through position.

- **Age**

The researcher tested whether age had a moderating effect on any of the results. Age accounted for 31.2% of the variance in the relationship between selective staffing and commitment ($R^2 = .312$), $F(1) = 8.295$, $p < .0005$). This suggests that age is a significant predictor of commitment and how staff is hired ($\beta = -.018$, $p < .0005$). Therefore, it is evident that the interaction of the IV with age is significant. This means that the effect of selective staffing on commitment differs across age.

This is best seen in a plot. Thus, Figures 4.20 to 4.22 show how age affects the relationship between the IV and employee commitment:

Figure 4.20: Depicts descriptive statistics for age implications between selective staffing and employee commitment.

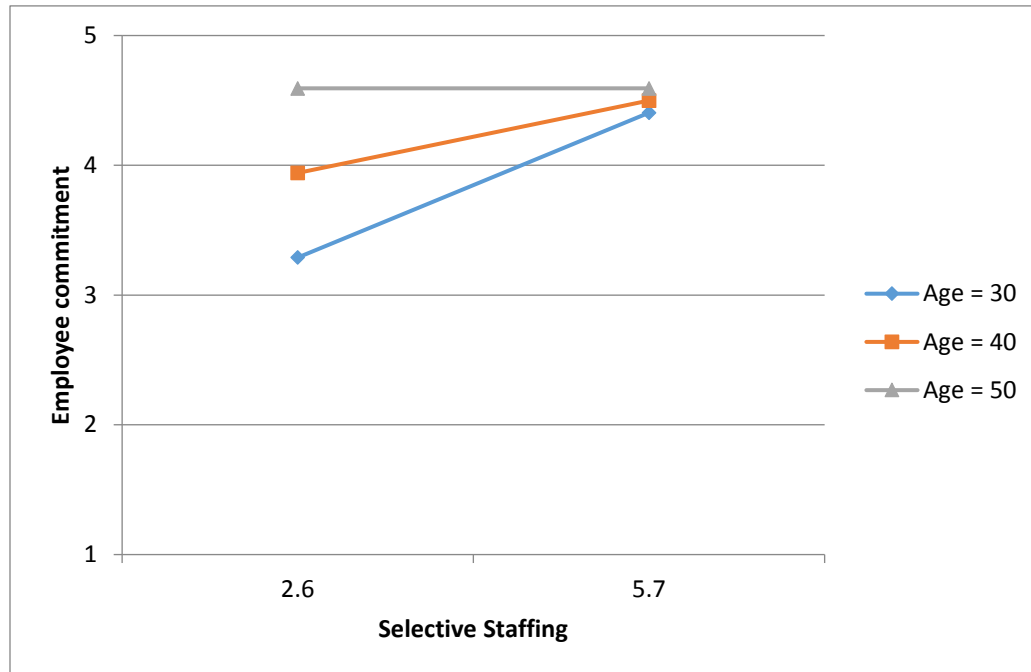


Figure 4.20. Descriptive statistics on age implications between selective staffing and employee commitment.

Figure 4.20 shows that the slope of the line differs for different ages. For age 30, the slope is greater than for age 40 and age 50 (nearly no slope). At age 30 the effect of selective staffing on employee commitment is stronger than at age 40. Likewise, at age 40 to age 50. In addition, slopes are positive, indicating that there is a positive effect of selective staffing on employee commitment (at least at ages 30 and 40).

Figure 4.21: Depicts descriptive statistics for age implications between developmental opportunities and employee commitment.

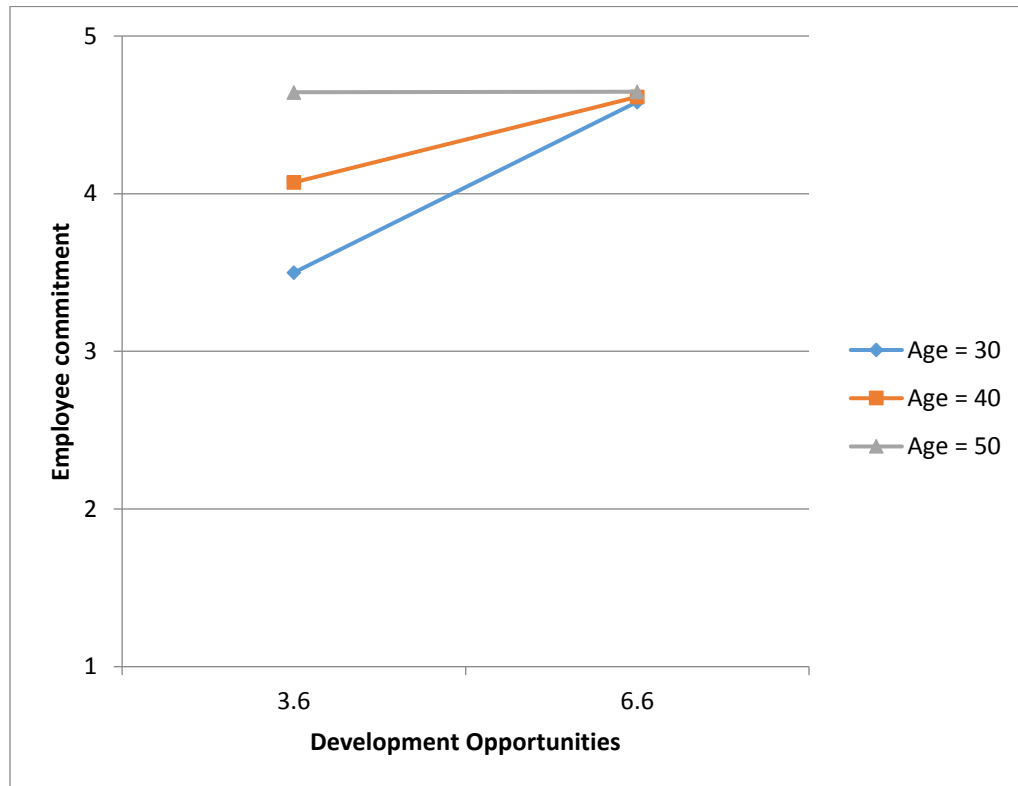


Figure 4.21. Descriptive statistics on age implications between developmental opportunities and employee commitment.

Figure 4.21 shows that at age 30 the effect of development opportunities had a greater effect on commitment than at age 40 and 50 as shown before.

Figure 4.22: Depicts descriptive statistics for age implications between decision making and employee commitment.

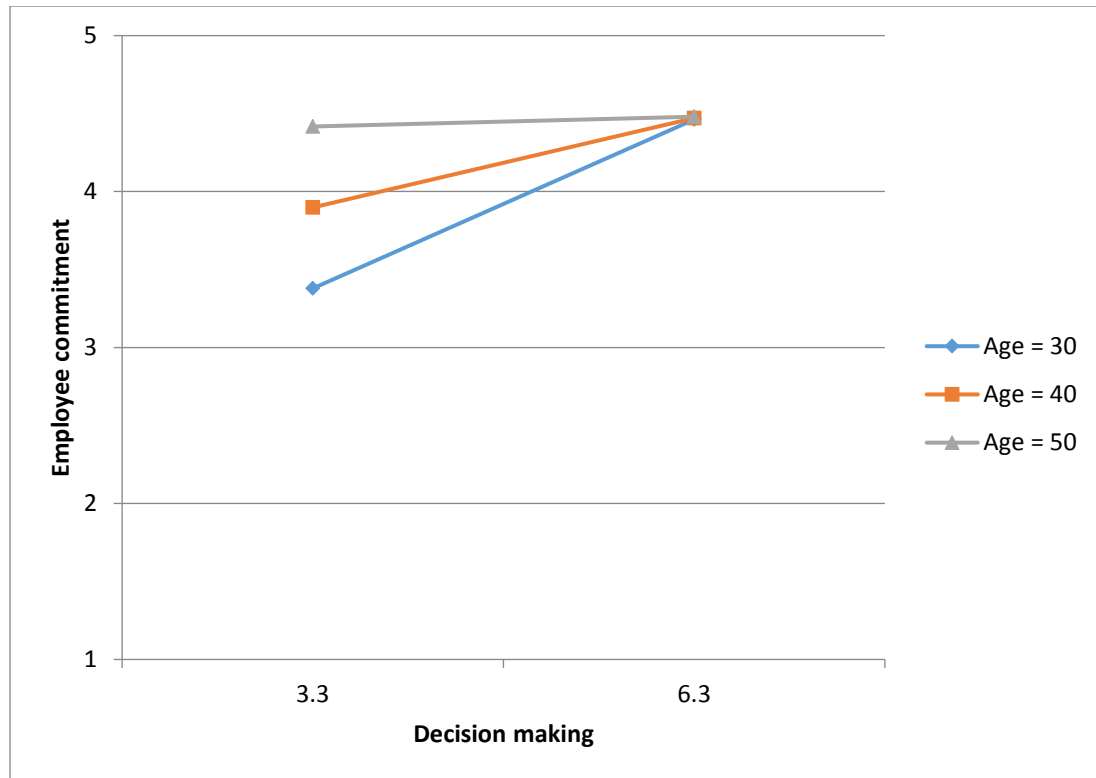


Figure 4.22. Descriptive statistics on age implications between decision making and employee commitment.

Figure 4.22 shows that age effects on decision making and employee commitment was stronger at age 30 compared to ages 40 and 50. Thus, there was a positive effect of decision making on employee commitment at least at ages 30 and 40. Therefore, at age 30 decision making had a greater effect on commitment than at age 40 and 50.

None of the above analysis applies to the THRP since there are no significant predictors of THRP on the demographics of the employees in this study, as seen in earlier analysis.

4.6. Conclusion

This chapter presented the demographic as well as descriptive statistical interpretations and analysis of the data gathered at the UKZN, School of Management, Information Technology and Governance (Westville Campus). Moreover, according to the researcher, the clarification and analysis of the data gathered during the study showed and validated the effectiveness of the research design and instruments used as the design along with the instruments assisted in answering the study questions and meeting the aims and objectives of the study.

CHAPTER FIVE: RECOMMENDATIONS AND CONCLUSIONS

5.1. Introduction

The objectives of the study were as follows:

- To investigate whether there was a correlation between HR practices and employee commitment at higher learning institutions.
- To understand the extent to which discretionary HR practices at the University of KwaZulu-Natal influenced organisational commitment.
- To evaluate the importance of transactional HR practices on employee commitment at high-level educational institutions.
- To investigate whether there was a relationship between demographic characteristics and employee commitment in higher learning institutions.

In this chapter, recommendations to tackle possible inadequacies and for future research as well as the conclusion of the study shall be presented.

5.2. Overview of the study

In the study as depicted above, chapter one focused on outlining and highlighting the background and rationale of the study as well as how the study would go about accomplishing its aim and objectives. Thus, to investigate the implications of HR practices on employee commitment at the University of KwaZulu-Natal institution of higher learning. Henceforth, objectives of the study were staged.

The second chapter showcased the literature review of the study. It focused on HR practices and OC/EC. International perspectives were incorporated in order to compare the various experiences of HR practices on employee commitment and how they play out in other countries as we looked at perspectives from India, Taiwan, South Korea, China and even Belgium.

Chapter three staged the research methodologies and discussed the sample, research design and strategies on how data was collected and measured to be analysed.

Chapter four discussed the data analysis, the various tests used in data analysis as well as the findings of the study according to the objective of the study to provide a clear and systematic presentation of the research results.

The last chapter, chapter five, concentrated on the outlining of the overview of the study and the discussion of the findings looking at each objective of the study to give recommendations for future studies as well as for HR departments and HR personnel and employees so that they may invest in HR practices that yield positive workplace attitudes and bring about employee behaviours that benefit the organisation or institution. Here conclusions about the study were drawn and the objectives of the study were tackled and achieved.

5.3. Discussion

This study contributes to the HRM literature as it provides investigations that sustain the belief that human resource practices do not influence employee behaviours equally.

Objective One: To investigate whether there was a correlation between HR practices and employee commitment at higher learning institutions

As past literature showed that Human Resource practices exercised in an organisation have a significant impact on employee attitudes and behaviours, and thus employee outcomes (Gavino et al., 2012), the results in the current study show that:

A significant 83% of the employees rated their commitment as four (committed) or five (extremely committed), $p < .0005$, (see Table 8 and 10 in Appendix 1), meaning that the majority of the staff agreed that they were committed ($n = 26$; 34.2%) and extremely committed ($n = 37$; 48.7%) as employees of UKZN at the School of Management, IT & Governance.

There is a high positive significant relationship between DHRP as a measure ($r = .736$; $p < .0005$) and employee commitment. However, while these practices were measured as per individual construct, they all had a moderate positive significant correlation with commitment, even though pay for performance had a low positive but significant correlation and participation had a positive but negligible correlation, which did not make it a significant correlate with employee commitment.

Results further showed that of all these DHRP training ($r = .679$; $p < .0005$) is the most positive and significant linkage to commitment followed by developmental opportunities ($r = .595$; $p < .0005$) and decision making ($r = .555$; $p < .0005$) respectively.

On the other hand, while THRP measured as a whole showed a non-significant correlation with employee commitment, when they were measured as per individual construct, they all showed a moderate positive and significant correlation with employee commitment.

However, of all the THRP, benefit enrollment was the most significant correlate with employee commitment ($r = .503$; $p < .0005$) followed by the information provided by HR. They were both equal and significant correlates with employee commitment as they both showed an equal correlation coefficient ($r = .503$; $p < .0005$); pay accuracy followed as the third most positive significant correlate with EC ($r = .423$, $p < .0005$). The least significant THRP correlate with EC was the processing of new hire paperwork ($r = .375$, $p < .0005$).

This means that of all the HR practices measured in the study, training, developmental opportunities, decision making, benefit enrollment, information provided by HR as well as pay accuracy have the most significant and positive correlation with employee commitment at higher learning institutions. These results show similarity with the literature, as it has been argued that HR practices such as decision making have a positive association with commitment and employee citizenship behaviours (Gavino et al., 2012).

As organisations devote billions of dollars to HR functions such as training, development, selective staffing as well as performance management, distinguishing which of the various HR practices adds significantly to employee behaviours that are beneficial to the organisation is very important (Gavino et al., 2012). Accordingly, the findings in the

current study show which HR practices are the most important from the most significant correlate to the least significant correlate of employee commitment, and are shown as follows: training has the most correlation with EC ($r = .679$; $p < .0005$, followed by developmental opportunities, decision making, selective staffing, promotional opportunities, benefits administration, information provided by HR; performance management, pay accuracy, pay for performance and the least and negligible and non-significant correlate with EC is participation ($r = .066$; $p = .572$). Consequently, the findings in the study distinguished the HR practices that add significantly to positive, employee behaviours.

Therefore, the better the perception of the HR practices, the higher the employee commitment to the organisation. Consequently, there is a positive mostly moderate significant correlation between individual constructs of the THRP and employee commitment, as well as a positive and high significant correlation between DHRP, and employee commitment at higher learning institutions.

Objective Two: To understand the extent to which discretionary HR practices at the University of KwaZulu-Natal influenced organisational commitment

The descriptive statistical analysis revealed that a significant number of UKZN employees sampled in the study: agreed to the existence of training opportunities to enable them to perform their jobs better. Disagreed and had mixed feeling and opinions about their pay being tied to their performance. Were aware of and agreed with the implementation of their performance management evaluations. Felt and agreed that there were opportunities for advancement at UKZN. Neither agreed nor disagreed about the hiring procedures and the selection of staff at their faculty, agreed that there was a significant level of developmental opportunities for them in their employment positions. Felt included in decision making, denoting that a significant number of UKZN employees at the School of Management, IT & Governance, (Westville Campus) agreed that there were decision making opportunities for them in their employment positions. Further, the results also propose that the majority

of UKZN employees who took part in the study neither agree nor disagree and have mixed opinions and feelings about taking part in the selection of new employees, training them or interviewing them, thus about participation in their institution.

The literature advocates for the investigation of a comprehensive set of HR practices, so as to comprehend the comparative significance of each HR practice regarding its influence and implication on employee behaviour (Gavino et al., 2012). After examining the extent to which DHRP at UKZN influenced employee commitment, the findings showed that: Training accounted for 46.2% of the variance in commitment ($R^2 = .462$), $F(1, 74) = 63.470$, $p < .0005$). This means that training is a significant predictor of commitment ($\beta = .598$, $p < .0005$). Developmental opportunities accounted for 35.4% of the variance in commitment. This signifies that developmental opportunities form part of the significant predictors of organisational commitment ($\beta = .540$, $p < .0005$); Decision making accounted for 30.8% of the variance in commitment. This means that decision making is a significant predictor of commitment.

Furthermore, selective staffing accounted for 27.9% of employee commitment. This implies that selective staffing is a significant predictor of commitment; Promotional opportunities accounted for 26.1% of the variance in commitment. This denotes that Promotional opportunities are a significant predictor of commitment; Performance management accounted for 25.0% of the variance in commitment. This suggests that Performance management is a significant predictor of commitment; Pay for performance accounted for 14.4% of the variance in commitment. This means that Pay for performance is a significant predictor of commitment. These results show congruency with what Gavino et al. (2012) discovered, in that they discovered and advocated that HR practices such as promotional opportunities, performance management as well as employee decision making have a positive relationship to commitment and employee citizenship behaviours.

Lastly, Participation accounted for 00.4% of the variance in commitment. This means that participation is not a significant predictor of commitment.

Training is the most important and significant predictor of employee commitment, followed by developmental opportunities and decision making. This means that these three HR practices play a greater and more significant role in ensuring EC and are the highest predictors of commitment among employees. This supports the concept that HR practices are not equally effectual in influencing the behaviours and attitudes of employees (Gavino, et al., 2012).

Additionally, results showed that selective staffing; promotional opportunities and performance management are somewhat important and significant predictors of OC, while pay for performance is a very low predictor of OC with participation as a non-significant predictor of commitment.

Finally, when taken together, DHRP accounted for 54.1% of the variance in commitment ($R^2 = .541$), $F(1, 74) = 87.376$, $p < .0005$). This suggests that DHRP are a significant predictor of organisational commitment and affect EC in a great extent ($\beta = 1.042$, $p < .0005$). Therefore, this suggests that DHRP have a 54.1% influence on the commitment of employees at the University of Kwazulu-Natal, amongst employees at the School of Management, IT & Governance, (Westville Campus).

Objective Three: To evaluate the importance of transactional HR practices on employee commitment at high-level educational institutions

The descriptive statistical analysis shows that: a significant number of UKZN employees at the School of Management, IT & Governance (Westville Campus): agreed that benefits administration was done accurately, timeously and handled properly; some of the employees neither agreed nor disagreed and had mixed opinions and feelings about receiving information timeously, as well as within a reasonable amount of time when they had questions, however, a reasonable number of employees significantly agreed to receiving clear and accurate information from the HR department. Further, a significant number of employees agreed to being paid accurately as well as substantially agreed to the efficiency in how the HR practice of the processing of new hire paperwork is executed.

The literature argues that it is not feasible for organisations to invest substantially in all HR practices (Gavino et al., 2012). Findings in the current study showed that benefit enrollment as well as information provided by HR each accounted for 25.3% of the variance in commitment; meaning that they are more important in terms of their effects toward employee commitment in high-level education institutions. On the other hand, pay accuracy account for 17.9% of the variance in commitment and the processing of new hire paperwork accounted for 14.1% variance in the commitment of employees.

Looking at the findings as well as from the resources in addition to the investment outlook, it is vital to be aware as to which HR practices implemented in an organisation contribute the most and are the most important when it comes to cultivating beneficial employee behaviours and in this case cultivating beneficial employee behaviours that enhance greater employee commitment (Gavino et al., 2012). Consequently, benefit enrollment and information provided by HR appear to be the most important transactional HR practices as well as the highest predictors of employee commitment, as they together accounted for 50.6% variance in commitment, displaying the role and the importance of transactional HR practices on employee commitment amongst employees at UKZN. On the other hand, the processing of new hire paperwork was the least significant predictor of commitment ($\beta=.384$, $p<.001$) as it only accounted for 14.1% variance in commitment amongst employees at the UKZN high level educational institution, School of Management, IT & Governance, (Westville Campus).

Objective Four: To investigate whether there was a relationship between demographic characteristics and employee commitment in higher learning institutions

Respondents in this study were staff members consisting of the executive management, school leadership, academic staff and support staff from the School of Management, IT & Governance, (Westville Campus) $n = 76$. They were both male and female with the youngest being 23 while the oldest was 60; and were from various ethnic and educational backgrounds. The demographics in chapter Four show that there were more females (51.3

%) than males (48.7%), of which the majority of them were Black and Indian employees who spoke African languages as well as English and matriculated from government schools. The demographic characteristics of the respondents also showed that the majority of respondents were professional/support staff (59.7%) followed by academic staff (34.2%), and school leaders and respondents in other positions were very few at 3.9% each. Moreover, most staff surveyed in the study had 5–10 years working experience at UKZN. The least number of staff had between 10–15 years of experience, while only 22.4% had over 20 years of working experience at UKZN. This shows that the School of Management, IT & Governance, (Westville Campus) had the least number of staff with 10–15 years of working experience and more staff with 5-10 years in addition to those with less than 5 years at UKZN during the period of this study, while it only had a moderate number of employees who had more than 20 years of working experience at UKZN.

When investigating whether there was a relationship between demographic characteristics and employee commitment in higher learning institutions, the study discovered that experience had a moderating influence on the correlation between selective staffing and commitment. Moreover, from the regression analysis done on each experience category separately, the findings showed that 5 < years of working experience accounted for 32.8% of the variance in commitment, signifying that selective staffing is a significant predictor and correlate of commitment. On the other hand, 5 - < 10 years of working experience at UKZN accounted for 40.2% of the variance in commitment. For both <5 and 5-10 groups, this IV (selective staffing) was a significant predictor of Commitment. However, from the size of the β coefficient, the predictability is stronger for 5–10-year experience.

Experience also had a moderating effect on the relationship between developmental opportunities and commitment. Thus, 5 - < 10 years of working experience of employees accounted for 38.9% of the variance in employee commitment/OC, suggesting that developmental opportunities are a significant predictor of commitment, across working experience.

Furthermore, experience had a moderating effect on the relationship between decision making and commitment. Results showed that 5 - < 10 years' experience of working at

UKZN accounted for 42.6% of variance in commitment, signifying that decision making is a significant predictor and correlate of commitment. Therefore, these findings suggest that the effects of the IVs on commitment differs across working experience.

Testing whether position with the HR practice of selective staffing has a moderating effect on any of the above results, the regression analysis showed that support staff accounted for 21.2% of variance in the relationship between selective staffing and commitment, suggesting that the support staff position is a significant predictor of commitment in this analysis.

Additionally, support staff had a significant effect on the relationship between developmental opportunities and commitment; the results showed that support staff accounted for 33.8% of variance in commitment in this analysis, suggesting that the support staff position is a significant predictor of commitment while there are developmental opportunities.

Support staff also had a significant effect on the relationship between decision making and commitment. The findings show that support staff accounted for 30.6% of variance in the relationship between decision making and commitment, suggesting that the support staff position is a significant predictor of decision making and commitment. Consequently, this means that the effect of the IVs on commitment differs through position.

It has been argued that calendar age influences the relationship between high commitment human resource systems and work interrelated outcomes from a distinctive angle when it comes to age differences (Kooij et al., 2010). Our findings show that age accounted for 31.2% of the variance in the relationship between selective staffing and commitment. Meaning that age is a significant predictor of commitment and staffing. Therefore, it is evident that the interaction of the IV with age is significant, meaning that the effect of selective staffing on commitment differs across age.

The age effects on the relationship between the IV and employee commitment show that at age 30 the effect of selective staffing on employee commitment is stronger than at age 40, and likewise for age 40 to age 50. This means that Selective staffing has a positive

effect on employee commitment (at least between ages 30 and 40). Furthermore, at age 30 the effect of development opportunities has a greater effect on commitment than at age 40 and 50 as shown before.

The age implication on decision making and employee commitment is stronger at age 30 compared to ages 40 and 50. This signifies that decision making has a positive effect on employee commitment at least at ages 30 and 40. Therefore, at age 30 decision making has a greater effect on commitment than at age 40 and 50. Moreover, these findings support the notion argued by (Kooij et al., 2010) that perception of employees, as well as affective commitment in addition to job satisfaction changes with age, and, that maintenance HR practices as well as employment-associated attitudes strengthen with age.

Consequently, demographic characteristics are associated with employee commitment in higher learning institutions, as the effects of the various HR practices differ according to demographics such as employee working experience, age as well as their job position. This is further supported by literature, as it is advocated that affective organisational commitment, rank of positions, as well as campus size and moderators, and educators possessing added affective organisational commitment, upper positions also and from undersized campuses are highly likely to exhibit organisational citizenship behaviour (Chang et al., 2016). Thus, individuals in upper positions tend to be more susceptible to higher employee commitment.

The results and findings of the study show that HR practices have different levels of implications and effect when it comes to their effect on employee behaviours and organisational outcomes. The study found that HR practices that had a greater and positive relationship with employee commitment were training, developmental opportunities as well as decision making on the discretionary practices, and transactional practices such as benefit enrollment, information provided by HR and pay accuracy also played a great role in this relationship.

On the other hand, the discretionary practices with the lowest effects on employee commitment were participation, pay for performance and performance management, and the processing of new hire paperwork and pay accuracy were the lowest transactional HR

practices correlates and contributors of employee commitment amongst employees. From the viewpoint of economic and effective mobilisation of organisational resources, being aware of the various HR practices implemented in an organisation as well as which ones have the highest influence towards beneficial employee commitment behaviours is imperative (Gavino et al., 2012).

Theoretically, the study derived substance from past literature, frameworks as well as theories of HRM and Psychology, in addition to the human behaviour fields, to develop the bases of the HR practices that explored in the study. For this reason, as this study was done in order to contribute to HRM research. The main objective of this study was to explore and understand the implications that Human Resource practices have on the commitment of employees, with the rationale to investigate and identify the HR practices that are more effective in enhancing employee behaviours, such as employee commitment, which are beneficial to institutions of higher education.

Hence, the researcher was able to answer the research questions through the use of the design and instruments used in the study. The literature and the findings in the study proved to be congruent in the fact that past literature by Gavino et al. (2012) amongst others had argued that HR practices have an effect on employee outcomes and this is similar to what the findings of the current study found. That both discretionary and transactional HR practices have an impact and implications on employee commitment. However, discretionary practices had a greater influence on EC compared to the transactional practices. Moreover, each HR practice influenced EC differently as training and developmental opportunities as well as benefit enrollment and information provided by HR are the most discretionary and transactional predictors of EC respectively, and have the highest influence and implication on EC. Therefore, the current study also supported Gavino et al. (2012)'s findings and arguments about the importance of HR practices and their influence on employment behaviour.

5.4. Recommendations

- Future studies seeking to conduct data using the same sample should categorise employees based on their position as well as categorise the employees according to whether they are full-time or part-time, contract workers or permanent workers as well as whether they were employed in the old system prior to the merger or were employed after the merger, to obtain more in-depth and clear responses from employees.
- The extension of the study into other locations such as other Schools and Faculties as well as other higher learning institutions would provide a comparative analysis as well as enhance the generalisation of the findings.
- There is also a recommendation for HR departments in higher learning institutions to invest more in HR practices that yield greater employee commitment as discovered in the current study. Thus, it is recommended, based on the current results, that HR departments, especially those at higher learning institutions, should invest more in the following discretionary HR practices: training, developmental opportunities, and decision making as well as on the following transactional HR practices: benefit enrollment, information provided by HR and pay accuracy, to enhance a greater level of employee/organisational commitment amongst workers.
- Furthermore, HR departments should invest in HR practices that will yield and contribute more towards employee behaviours and attitudes, such as employee commitment, which are beneficial to the organisation and that enhance greater performance of employees in order to meet institutional aims and objectives, as HR practices are aimed at aligning the behaviours of employees towards meeting organisational goals.
- It is also recommended that higher learning institutions invest more on discretionary HR practices. Specifically, on individual HR practices such as

training, developmental opportunities, and decision making, as well as on benefit enrollment, information provided by HR and pay accuracy. Practices such as decision making and training affect how employees behave, and contribute extra role behaviours when employees feel that the organisation is a good place to work (Gavino et al., 2012).

- Based on the findings, it is further recommended that organisations should invest more on enhancing the top HR practices that have more impact on organisational commitment. This approach would assist in prioritising their monetary and human resources investments as well as influence imperative employee outcomes (Gavino et al., 2012).
- According to Gavino et al. (2012), it is additionally recommended that institutions should promote the training and development of employees in problem solving, critical thinking and decision making and establish processes for reviewing decisions. This is vital as it makes employees feel more confident. This should be done with care, however, as it can lead to employees taking on too much work as well as contribute to workers feeling as if they are being taken advantage of. Hence, it is recommended that organisations should concentrate more on HR practices that offer more benefit and investment to employees.
- Organisations should invest in HR practices selectively in order to focus their investments through obtaining the utmost yield from the HR practices in relation to the behaviours as well as attitudes of employees (Gavino et al., 2012).

5.5. Conclusion

The study contributes to the HRM literature as it reinforces the belief that HR practices are not equally effectual when it comes to influencing the behaviours of employees. This study found that HR practices have different levels of influence and implications towards employee commitment in higher learning institutions.

The results in this study offer awareness to HR personnel and employees regarding the influences and implications of human resource practices on employee commitment, which as a result may influence organisational performance. This allows HR personnel to allocate the appropriate budget for discretionary human resource practices, as discretionary practices have more impact on employee behaviours, and to prioritise the effective mobilisation of resources.

Therefore, as organisations endeavour to explore and understand the implications and effects that HR practices have on employee commitment in order to enhance employee behaviours that are beneficial to the organisation, it is evident from the results of the study that both discretionary and transactional HR practices have an effect on the views that employees bear towards the organisation. In particular, discretionary practices have more influence over the other practices.

Discretionary HR practices appear to be the most significant HR practices as they had a high positive correlation with employee commitment and contributed 54.1% variance with commitment in higher learning institutions, suggesting that DHRP have a 54.1% influence on the commitment of employees at the University of Kwazulu-Natal, amongst employees at the College of Law and Management Studies, School of Management, Information Technology and Governance, (Westville Campus).

Discretionary HR practices such as training, developmental opportunities, decision making and the transactional HR practices of benefit enrollment, information provided by HR, and pay accuracy play a greater and more significant role in ensuring and in enhancing greater levels of employee/organisational commitment amongst workers and are the highest predictors of employee commitment at high-level educational institutions, with special emphasis on the University of Kwazulu-Natal, School of Management, IT & Governance, College of Law and Management Studies, (Westville Campus). Thus, it would be beneficial for the HR department to invest more on these practices to enhance greater levels of employee commitment, retention, as well as employee outcomes.

The findings of this study show that participation in practices such as training and being involved in decision making affect the behaviours of employees in terms of being

committed to their work and to the organisation, as well as in displaying extra role behaviours and going beyond their work responsibilities. This is because these top HR practices display to the employees that they are valued and appreciated in their workplace and as a result these feelings of being valued enhances employees' commitment and service delivery.

Furthermore, on a positive note towards UKZN, findings showed that the majority (83%) of employees at the UKZN School of Management, IT & Governance, (Westville Campus) indicated that were either committed (34.2%) or extremely committed (48.7%) to the organisation.

As findings in this study may not be automatically extrapolated to all institutions, this study advocates for higher learning institutions and organisations in South Africa and globally to invest in human resource practices that positively and greatly influence employee behaviours and attitudes, thus to invest in HR practices that enhance employee behaviours which benefit the organisation and thus foster greater levels of employee commitment and employee performance and effectiveness.

The main aim of the study was to investigate and understand the implications and influences that Human Resource practices had towards the commitment of employees at the University of KwaZulu-Natal institution of higher education. The objectives of the study were accomplished as shown in the findings. The study filled the knowledge gap as to the effects that HR practices have on employee / Organisational commitment, which were drawn from the outlooks and experiences of employees at the UKZN institution of higher education. However, it is recommended that the study be expanded to other Schools and Faculties of UKZN as well as other higher learning institutions in order to provide a comparative analysis of the findings.

The results supported our main aim and objectives as it is showed that HR practices have an effect on employee commitment, and showed that discretionary practices are the most significant predictors of employee behaviours. The findings also showed that THRP are important and positive correlates with employee commitment. Hence, a wide-ranging collection of discretionary and transactional HR practices as a whole is both predictors as

well as correlates of employee commitment and employee behaviours that are beneficial to the organisation. Training, developmental opportunities, and decision making, as well as benefits enrollment, information provided by the HR department and pay accuracy are the highest discretionary and transactional HR practices respectively at the University of Kwazulu-Natal, School of Management, IT & Governance, College of Law and Management Studies, (Westville Campus).

Therefore, HR practices have significant implications on employee behaviours such as employee commitment at higher learning institutions. Consequently, HR practitioners and institutional leaders need to be aware of the influences of both the discretionary as well as transactional HR practices, along with the impact that each individual HR practice may have on organisational commitment. This would assist in a focused investment of the most significant HR practices, to enhance and maintain higher levels of employee commitment, decreased employee turnover and to enhance both employee and organisational productivity and effectiveness within institutions.

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Appendix 1: Frequency and Percentage Tables

Demographics

Table 1

Description of respondents by gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	37	48.7	48.7	48.7
	Female	39	51.3	51.3	100.0
	Total	76	100.0	100.0	

Table 2

Description of respondents Frequency for age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23	2	2.6	2.9	2.9
	25	3	3.9	4.3	7.2
	27	5	6.6	7.2	14.5
	28	1	1.3	1.4	15.9
	29	1	1.3	1.4	17.4
	30	5	6.6	7.2	24.6
	31	2	2.6	2.9	27.5
	33	3	3.9	4.3	31.9
	34	4	5.3	5.8	37.7
	35	1	1.3	1.4	39.1
	36	2	2.6	2.9	42.0
	37	2	2.6	2.9	44.9
	38	1	1.3	1.4	46.4
	39	1	1.3	1.4	47.8
	40	2	2.6	2.9	50.7
	41	2	2.6	2.9	53.6
	42	4	5.3	5.8	59.4
	43	4	5.3	5.8	65.2
	44	1	1.3	1.4	66.7
	45	2	2.6	2.9	69.6
	46	3	3.9	4.3	73.9
	49	1	1.3	1.4	75.4
	50	1	1.3	1.4	76.8
	51	1	1.3	1.4	78.3
	52	3	3.9	4.3	82.6
	53	5	6.6	7.2	89.9
	54	1	1.3	1.4	91.3
	55	1	1.3	1.4	92.8
	56	3	3.9	4.3	97.1
	59	1	1.3	1.4	98.6
	60	1	1.3	1.4	100.0
Total		69	90.8	100.0	
Missing	System	7	9.2		
Total		76	100.0		

Table 3

Description of respondents by race

		Race			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Black	41	53.9	53.9	53.9
	Coloured	4	5.3	5.3	59.2
	Indian	24	31.6	31.6	90.8
	White	6	7.9	7.9	98.7
	Other	1	1.3	1.3	100.0
	Total	76	100.0	100.0	

Table 4

Description of respondents by first language

		Language			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	African language	30	39.5	39.5	39.5
	English	40	52.6	52.6	92.1
	Other	6	7.9	7.9	100.0
	Total	76	100.0	100.0	

Table 5

Description of respondents by school

		School			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Rural	9	11.8	11.8	11.8
	Township	12	15.8	15.8	27.6
	Government	43	56.6	56.6	84.2
	Missionary	6	7.9	7.9	92.1
	Private	6	7.9	7.9	100.0
	Total	76	100.0	100.0	

Table 6

Description of respondents by position

		Position			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Leadership	3	3.9	3.9	3.9
	Academic staff	26	34.2	34.2	38.2
	Support staff	44	57.9	57.9	96.1
	Other	3	3.9	3.9	100.0
	Total	76	100.0	100.0	

Table 7

Description of respondents by experience

		Experience			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	<5 years	21	27.6	27.6	27.6
	5-<10 years	22	28.9	28.9	56.6
	10-<15 years	7	9.2	9.2	65.8
	15-<20 years	9	11.8	11.8	77.6
	20+ years	17	22.4	22.4	100.0
	Total	76	100.0	100.0	

Employee Commitment

Table 8

Description of respondents by employee commitment

		Commitment			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	3.9	3.9	3.9
	2	1	1.3	1.3	5.3
	3	9	11.8	11.8	17.1
	4	26	34.2	34.2	51.3
	5	37	48.7	48.7	100.0
	Total	76	100.0	100.0	

Table 9

Descriptive statistics for Section B: Employee Commitment (One-Sample Statistics)

One-Sample Statistics				
	<i>N</i>	Mean	Std. Deviation	Std. Error Mean
Commitment	76	4.22	.988	.113

Table 10

Descriptive statistics for Section B: Employee Commitment (Binomial Test)

Binomial Test						
	Category	<i>N</i>	Observed Prop.	Test Prop.	Asymp. Sig. (2-tailed)	
Commitment	Group 1 <= 3	13	.17	.50	.000 ^a	
	Group 2 > 3	63	.8			
	Total	76	1.00			

Table 11

Descriptive statistics for Section C: Discretionary HR Practices (One-Sample Test)

One-Sample Test						
Test Value = 4						
	<i>t</i>	<i>df</i>	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
9.1. My institution has provided me with ongoing training, which enables me to do my job better.	3.691	75	.000	.763	.35	1.18
9.2. At my institution, extensive training programs are provided for individuals in this job.	3.001	75	.004	.566	.19	.94
9.3. Overall, I am satisfied with my training opportunities.	3.079	75	.003	.618	.22	1.02
9.4. There are formal training programs to teach new employees the skills they need in order to perform their jobs.	2.999	75	.004	.605	.20	1.01
9.5. There is a link between how well I perform my job and the likelihood of my receiving a raise in pay	-1.127	75	.263	-.237	-.66	.18
9.6. Pay raises for employees in this job are based on job performance	-.966	73	.337	-.216	-.66	.23
9.7. My pay is tied to my performance	-3.977	72	.000	-.836	-1.25	-.42
9.8. In my institution, raises and promotions are tied to performance	-.661	74	.511	-.147	-.59	.30
9.9. I often agree with my manager on my performance evaluation	7.830	74	.000	1.253	.93	1.57
9.10. During my performance appraisal session, I am allowed a high degree of influence in the determination of my work objectives.	1.885	75	.063	.368	-.02	.76
9.11. I have frequent discussions with my manager about my performance.	3.262	75	.002	.632	.25	1.02
9.12. I understand what my performance will be based on.	8.464	74	.000	1.360	1.04	1.68

9.13. I am in a dead-end job.	-3.057	74	.003	-.640	-1.06	-.22
9.14. I have the opportunity for advancement in my institution.	3.325	75	.001	.658	.26	1.05
9.15. I have a good chance to get ahead in my institution.	1.965	74	.053	.400	.00	.81
9.16. My institution places great importance on hiring the right person.	1.255	75	.213	.263	-.15	.68
9.17. There is more emphasis on hiring someone quickly than selecting the right person for the job.	.280	74	.780	.053	-.33	.43
9.18. In the positions that I have held with my institution, I have often been given additional challenging assignments.	5.579	74	.000	1.027	.66	1.39
9.19. In the positions that I have held with my institution, I have often been assigned projects that enabled me to develop and strengthen new skills.	5.993	74	.000	1.173	.78	1.56
9.20. Besides formal training and development opportunities, I have developed my skills with the challenging job assignments provided to me.	5.569	74	.000	1.107	.71	1.50
9.21. In my job, I am allowed to make many decisions.	3.951	74	.000	.747	.37	1.12
9.22. In my job, I am often asked to participate in decisions.	3.243	73	.002	.635	.24	1.03
9.23. In my job, I am provided the opportunity to suggest improvements in the way things are done.	5.848	74	.000	1.067	.70	1.43
9.24. I have participated in the selection of new employees.	.441	73	.661	.108	-.38	.60
9.25. I have participated in the training of new employees.	1.414	74	.162	.320	-.13	.77
9.26. I have been involved in interviewing candidates before they are hired in my institution.	-.365	74	.716	-.093	-.60	.42

Table 12

Descriptive statistics for Section C: Frequency tables for the Discretionary HR Practices scale (Question 9.1 -9.26)

9.1. My institution has provided me with ongoing training, which enables me to do my job better.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	6.6	6.6	6.6
	Disagree	9	11.8	11.8	18.4
	Slightly disagree	3	3.9	3.9	22.4
	Neutral	12	15.8	15.8	38.2
	Slightly agree	8	10.5	10.5	48.7
	Agree	31	40.8	40.8	89.5
	Strongly agree	8	10.5	10.5	100.0
	Total	76	100.0	100.0	

9.2. At my institution, extensive training programs are provided for individuals in this job.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	6.6	6.6	6.6
	Disagree	5	6.6	6.6	13.2
	Slightly disagree	9	11.8	11.8	25.0
	Neutral	14	18.4	18.4	43.4
	Slightly agree	13	17.1	17.1	60.5
	Agree	26	34.2	34.2	94.7
	Strongly agree	4	5.3	5.3	100.0
	Total	76	100.0	100.0	

9.3. Overall, I am satisfied with my training opportunities.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	6.6	6.6	6.6
	Disagree	8	10.5	10.5	17.1
	Slightly disagree	7	9.2	9.2	26.3
	Neutral	11	14.5	14.5	40.8
	Slightly agree	10	13.2	13.2	53.9
	Agree	30	39.5	39.5	93.4
	Strongly agree	5	6.6	6.6	100.0
	Total	76	100.0	100.0	

9.4. There are formal training programs to teach new employees the skills they need in order to perform their jobs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	6.6	6.6	6.6
	Disagree	10	13.2	13.2	19.7
	Slightly disagree	4	5.3	5.3	25.0
	Neutral	11	14.5	14.5	39.5
	Slightly agree	11	14.5	14.5	53.9
	Agree	31	40.8	40.8	94.7
	Strongly agree	4	5.3	5.3	100.0
	Total	76	100.0	100.0	

9.5. There is a link between how well I perform my job and the likelihood of my receiving a raise in pay

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	15.8	15.8	15.8
	Disagree	13	17.1	17.1	32.9
	Slightly disagree	3	3.9	3.9	36.8
	Neutral	21	27.6	27.6	64.5
	Slightly agree	10	13.2	13.2	77.6
	Agree	14	18.4	18.4	96.1
	Strongly agree	3	3.9	3.9	100.0
	Total	76	100.0	100.0	

9.6. Pay raises for employees in this job are based on job performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	11.8	12.2	12.2
	Disagree	17	22.4	23.0	35.1
	Slightly disagree	8	10.5	10.8	45.9
	Neutral	14	18.4	18.9	64.9
	Slightly agree	4	5.3	5.4	70.3
	Agree	17	22.4	23.0	93.2
	Strongly agree	5	6.6	6.8	100.0
	Total	74	97.4	100.0	
Missing	System	2	2.6		
Total		76	100.0		

9.7. My pay is tied to my performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	13	17.1	17.8	17.8
	Disagree	25	32.9	34.2	52.1
	Slightly disagree	5	6.6	6.8	58.9
	Neutral	11	14.5	15.1	74.0
	Slightly agree	5	6.6	6.8	80.8
	Agree	14	18.4	19.2	100.0
	Total	73	96.1	100.0	
Missing	System	3	3.9		
Total		76	100.0		

9.8. In my institution, raises and promotions are tied to performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	11.8	12.0	12.0
	Disagree	17	22.4	22.7	34.7
	Slightly disagree	6	7.9	8.0	42.7
	Neutral	15	19.7	20.0	62.7
	Slightly agree	4	5.3	5.3	68.0
	Agree	20	26.3	26.7	94.7
	Strongly agree	4	5.3	5.3	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

9.9. I often agree with my manager on my performance evaluation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.3	1.3	1.3
	Disagree	3	3.9	4.0	5.3
	Slightly disagree	6	7.9	8.0	13.3
	Neutral	10	13.2	13.3	26.7
	Slightly agree	9	11.8	12.0	38.7
	Agree	38	50.0	50.7	89.3
	Strongly agree	8	10.5	10.7	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

9.10. During my performance appraisal session, I am allowed a high degree of influence in the determination of my work objectives.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	7.9	7.9	7.9
	Disagree	9	11.8	11.8	19.7
	Slightly disagree	6	7.9	7.9	27.6
	Neutral	13	17.1	17.1	44.7
	Slightly agree	17	22.4	22.4	67.1
	Agree	22	28.9	28.9	96.1
	Strongly agree	3	3.9	3.9	100.0
	Total	76	100.0	100.0	

9.11. I have frequent discussions with my manager about my performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	5.3	5.3	5.3
	Disagree	9	11.8	11.8	17.1
	Slightly disagree	6	7.9	7.9	25.0
	Neutral	11	14.5	14.5	39.5
	Slightly agree	11	14.5	14.5	53.9
	Agree	32	42.1	42.1	96.1
	Strongly agree	3	3.9	3.9	100.0
	Total	76	100.0	100.0	

9.12. I understand what my performance will be based on.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.9	4.0	4.0
	Disagree	2	2.6	2.7	6.7
	Slightly disagree	1	1.3	1.3	8.0
	Neutral	10	13.2	13.3	21.3
	Slightly agree	10	13.2	13.3	34.7
	Agree	41	53.9	54.7	89.3
	Strongly agree	8	10.5	10.7	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

9.13. I am in a dead-end job.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	12	15.8	16.0	16.0
	Disagree	20	26.3	26.7	42.7
	Slightly disagree	6	7.9	8.0	50.7
	Neutral	21	27.6	28.0	78.7
	Slightly agree	3	3.9	4.0	82.7
	Agree	8	10.5	10.7	93.3
	Strongly agree	5	6.6	6.7	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

9.14. I have the opportunity for advancement in my institution.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	7.9	7.9	7.9
	Disagree	7	9.2	9.2	17.1
	Slightly disagree	3	3.9	3.9	21.1
	Neutral	14	18.4	18.4	39.5
	Slightly agree	11	14.5	14.5	53.9
	Agree	31	40.8	40.8	94.7
	Strongly agree	4	5.3	5.3	100.0
	Total	76	100.0	100.0	

9.15. I have a good chance to get ahead in my institution.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	6.6	6.7	6.7
	Disagree	11	14.5	14.7	21.3
	Slightly disagree	6	7.9	8.0	29.3
	Neutral	13	17.1	17.3	46.7
	Slightly agree	11	14.5	14.7	61.3
	Agree	25	32.9	33.3	94.7
	Strongly agree	4	5.3	5.3	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

9.16. My institution places great importance on hiring the right person.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	9.2	9.2	9.2
	Disagree	11	14.5	14.5	23.7
	Slightly disagree	5	6.6	6.6	30.3
	Neutral	17	22.4	22.4	52.6
	Slightly agree	10	13.2	13.2	65.8
	Agree	20	26.3	26.3	92.1
	Strongly agree	6	7.9	7.9	100.0
	Total	76	100.0	100.0	

9.17. There is more emphasis on hiring someone quickly than selecting the right person for the job.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	5.3	5.3	5.3
	Disagree	13	17.1	17.3	22.7
	Slightly disagree	7	9.2	9.3	32.0
	Neutral	25	32.9	33.3	65.3
	Slightly agree	9	11.8	12.0	77.3
	Agree	11	14.5	14.7	92.0
	Strongly agree	6	7.9	8.0	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

9.17. Recoded: There is more emphasis on hiring someone quickly than selecting the right person for the job.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	7.9	8.0	8.0
	2.00	11	14.5	14.7	22.7
	3.00	9	11.8	12.0	34.7
	4.00	25	32.9	33.3	68.0
	5.00	7	9.2	9.3	77.3
	6.00	13	17.1	17.3	94.7
	7.00	4	5.3	5.3	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

9.18. In the positions that I have held with my institution, I have often been given additional challenging assignments.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.9	4.0	4.0
	Disagree	6	7.9	8.0	12.0
	Slightly disagree	3	3.9	4.0	16.0
	Neutral	10	13.2	13.3	29.3
	Slightly agree	13	17.1	17.3	46.7
	Agree	32	42.1	42.7	89.3
	Strongly agree	8	10.5	10.7	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

9.19. In the positions that I have held with my institution, I have often been assigned projects that enabled me to develop and strengthen new skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	5.3	5.3	5.3
	Disagree	6	7.9	8.0	13.3
	Slightly disagree	1	1.3	1.3	14.7
	Neutral	8	10.5	10.7	25.3
	Slightly agree	13	17.1	17.3	42.7
	Agree	29	38.2	38.7	81.3
	Strongly agree	14	18.4	18.7	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

9.20. Besides formal training and development opportunities, I have developed my skills with the challenging job assignments provided to me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	5.3	5.3	5.3
	Disagree	7	9.2	9.3	14.7
	Slightly disagree	2	2.6	2.7	17.3
	Neutral	8	10.5	10.7	28.0
	Slightly agree	7	9.2	9.3	37.3
	Agree	37	48.7	49.3	86.7
	Strongly agree	10	13.2	13.3	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

9.21. In my job, I am allowed to make many decisions.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	5.3	5.3	5.3
	Disagree	6	7.9	8.0	13.3
	Slightly disagree	6	7.9	8.0	21.3
	Neutral	12	15.8	16.0	37.3
	Slightly agree	13	17.1	17.3	54.7
	Agree	29	38.2	38.7	93.3
	Strongly agree	5	6.6	6.7	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

9.22. In my job, I am often asked to participate in decisions.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	5.3	5.4	5.4
	Disagree	9	11.8	12.2	17.6
	Slightly disagree	5	6.6	6.8	24.3
	Neutral	9	11.8	12.2	36.5
	Slightly agree	16	21.1	21.6	58.1
	Agree	27	35.5	36.5	94.6
	Strongly agree	4	5.3	5.4	100.0
	Total	74	97.4	100.0	
Missing	System	2	2.6		
Total		76	100.0		

9.23. In my job, I am provided the opportunity to suggest improvements in the way things are done.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	5.3	5.3	5.3
	Disagree	4	5.3	5.3	10.7
	Slightly disagree	4	5.3	5.3	16.0
	Neutral	8	10.5	10.7	26.7
	Slightly agree	12	15.8	16.0	42.7
	Agree	37	48.7	49.3	92.0
	Strongly agree	6	7.9	8.0	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

9.24. I have participated in the selection of new employees.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	14	18.4	18.9	18.9
	Disagree	9	11.8	12.2	31.1
	Slightly disagree	4	5.3	5.4	36.5
	Neutral	11	14.5	14.9	51.4
	Slightly agree	8	10.5	10.8	62.2
	Agree	20	26.3	27.0	89.2
	Strongly agree	8	10.5	10.8	100.0
	Total	74	97.4	100.0	
Missing	System	2	2.6		
Total		76	100.0		

9.25. I have participated in the training of new employees.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	14.5	14.7	14.7
	Disagree	8	10.5	10.7	25.3
	Slightly disagree	4	5.3	5.3	30.7
	Neutral	11	14.5	14.7	45.3
	Slightly agree	9	11.8	12.0	57.3
	Agree	28	36.8	37.3	94.7
	Strongly agree	4	5.3	5.3	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

9.26. I have been involved in interviewing candidates before they are hired in my institution.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	17	22.4	22.7	22.7
	Disagree	11	14.5	14.7	37.3
	Slightly disagree	4	5.3	5.3	42.7
	Neutral	10	13.2	13.3	56.0
	Slightly agree	5	6.6	6.7	62.7
	Agree	19	25.0	25.3	88.0
	Strongly agree	9	11.8	12.0	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

Table 13

Descriptive statistics for Section C (Total Variance explained)

Total Variance Explained							
Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	7.526	32.720	32.720	7.205	31.325	31.325	5.132
2	3.131	13.614	46.334	2.843	12.360	43.685	2.647
3	2.438	10.598	56.932	2.182	9.487	53.173	3.582
4	1.472	6.399	63.331	1.231	5.353	58.526	4.670
5	1.376	5.982	69.312	.965	4.196	62.722	2.866
6	1.177	5.115	74.428	.777	3.378	66.100	2.994
7	.941	4.093	78.521				
...							
23	.039	.169	100.000				

Extraction Method: Principal Axis Factoring.

- a. When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Table 14

Descriptive statistics for Section D (One-Sample Test)

One-Sample Test						
Test Value = 4						
					95% Confidence Interval of the Difference	
	<i>T</i>	<i>df</i>	Sig. (2-tailed)	Mean Difference	Lower	Upper
10.1 When I started at this institution, administration of the benefits I receive as part of my employment package was done accurately	3.250	74	.002	.640	.25	1.03
10.2. When I started at this institution, administration of the benefits I receive as part of my employment package was completed in a timely manner	5.135	75	.000	.934	.57	1.30
10.3. When I started at this institution, the execution of the benefits I receive as part of my employment package was handled properly.	4.439	75	.000	.829	.46	1.20
10.4. Questions regarding my benefits are answered in a timely manner.	2.864	73	.005	.568	.17	.96
10.5. The Human Resources Department will get back to me within a reasonable amount of time when I have a question.	1.331	75	.187	.263	-.13	.66
10.6. The information I receive from the Human Resources Department is clear.	3.039	75	.003	.605	.21	1.00
10.7. The information I receive from the Human Resources Department is timely.	1.396	75	.167	.276	-.12	.67
10.8. The information I receive from the Human	3.200	75	.002	.579	.22	.94

Resources Department is accurate.						
10.9. When required, adjustments to paychecks are processed accurately.	4.422	74	.000	.720	.40	1.04
10.10. When required, adjustments to paychecks are processed right away.	3.009	73	.004	.541	.18	.90
10.11. Deductions from my paycheck for benefits are always correct.	9.995	75	.000	1.329	1.06	1.59
10.12. My hire paperwork was processed in a timely manner.	7.218	75	.000	1.184	.86	1.51
10.13. My hire paperwork was processed accurately.	6.640	75	.000	1.145	.80	1.49
10.14. I received my first paycheck on time.	9.628	75	.000	1.632	1.29	1.97

Table 15

Descriptive statistics for Section D: Frequency tables for the Transactional HRP Scale (Question 10.1 – 10.14)

10.1 When I started at this institution, administration of the benefits I receive as part of my employment package was done accurately		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	7.9	8.0	8.0
	Disagree	5	6.6	6.7	14.7
	Slightly disagree	4	5.3	5.3	20.0
	Neutral	20	26.3	26.7	46.7
	Slightly agree	4	5.3	5.3	52.0
	Agree	32	42.1	42.7	94.7
	Strongly agree	4	5.3	5.3	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

10.2. When I started at this institution, administration of the benefits I receive as part of my employment package was completed in a timely manner

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.9	3.9	3.9
	Disagree	5	6.6	6.6	10.5
	Slightly disagree	6	7.9	7.9	18.4
	Neutral	13	17.1	17.1	35.5
	Slightly agree	8	10.5	10.5	46.1
	Agree	35	46.1	46.1	92.1
	Strongly agree	6	7.9	7.9	100.0
	Total	76	100.0	100.0	

10.3. When I started at this institution, the execution of the benefits I receive as part of my employment package was handled properly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.9	3.9	3.9
	Disagree	8	10.5	10.5	14.5
	Slightly disagree	4	5.3	5.3	19.7
	Neutral	13	17.1	17.1	36.8
	Slightly agree	8	10.5	10.5	47.4
	Agree	36	47.4	47.4	94.7
	Strongly agree	4	5.3	5.3	100.0
	Total	76	100.0	100.0	

10.4. Questions regarding my benefits are answered in a timely manner.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.6	2.7	2.7
	Disagree	12	15.8	16.2	18.9
	Slightly disagree	7	9.2	9.5	28.4
	Neutral	11	14.5	14.9	43.2
	Slightly agree	10	13.2	13.5	56.8
	Agree	27	35.5	36.5	93.2
	Strongly agree	5	6.6	6.8	100.0
	Total	74	97.4	100.0	
Missing	System	2	2.6		
Total		76	100.0		

10.5. The Human Resources Department will get back to me within a reasonable amount of time when I have a question.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.6	2.6	2.6
	Disagree	16	21.1	21.1	23.7
	Slightly disagree	9	11.8	11.8	35.5
	Neutral	13	17.1	17.1	52.6
	Slightly agree	9	11.8	11.8	64.5
	Agree	23	30.3	30.3	94.7
	Strongly agree	4	5.3	5.3	100.0
	Total	76	100.0	100.0	

10.6. The information I receive from the Human Resources Department is clear.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.3	1.3	1.3
	Disagree	14	18.4	18.4	19.7
	Slightly disagree	8	10.5	10.5	30.3
	Neutral	9	11.8	11.8	42.1
	Slightly agree	10	13.2	13.2	55.3
	Agree	27	35.5	35.5	90.8
	Strongly agree	7	9.2	9.2	100.0
	Total	76	100.0	100.0	

10.7. The information I receive from the Human Resources Department is timely.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.3	1.3	1.3
	Disagree	19	25.0	25.0	26.3
	Slightly disagree	6	7.9	7.9	34.2
	Neutral	13	17.1	17.1	51.3
	Slightly agree	10	13.2	13.2	64.5
	Agree	23	30.3	30.3	94.7
	Strongly agree	4	5.3	5.3	100.0
	Total	76	100.0	100.0	

10.8. The information I receive from the Human Resources Department is accurate.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	13	17.1	17.1	17.1
	Slightly disagree	5	6.6	6.6	23.7
	Neutral	18	23.7	23.7	47.4
	Slightly agree	10	13.2	13.2	60.5
	Agree	25	32.9	32.9	93.4
	Strongly agree	5	6.6	6.6	100.0
	Total	76	100.0	100.0	

10.9. When required, adjustments to paychecks are processed accurately.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	7.9	8.0	8.0
	Slightly disagree	7	9.2	9.3	17.3
	Neutral	24	31.6	32.0	49.3
	Slightly agree	9	11.8	12.0	61.3
	Agree	23	30.3	30.7	92.0
	Strongly agree	6	7.9	8.0	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

10.10. When required, adjustments to paychecks are processed right away.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.3	1.4	1.4
	Disagree	9	11.8	12.2	13.5
	Slightly disagree	7	9.2	9.5	23.0
	Neutral	21	27.6	28.4	51.4
	Slightly agree	10	13.2	13.5	64.9
	Agree	20	26.3	27.0	91.9
	Strongly agree	6	7.9	8.1	100.0
	Total	74	97.4	100.0	
Missing	System	2	2.6		
Total		76	100.0		

10.11. Deductions from my paycheck for benefits are always correct.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.3	1.3	1.3
	Slightly disagree	5	6.6	6.6	7.9
	Neutral	15	19.7	19.7	27.6
	Slightly agree	8	10.5	10.5	38.2
	Agree	41	53.9	53.9	92.1
	Strongly agree	6	7.9	7.9	100.0
	Total	76	100.0	100.0	

10.12. My hire paperwork was processed in a timely manner.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.9	3.9	3.9
	Disagree	2	2.6	2.6	6.6
	Slightly disagree	2	2.6	2.6	9.2
	Neutral	15	19.7	19.7	28.9
	Slightly agree	11	14.5	14.5	43.4
	Agree	35	46.1	46.1	89.5
	Strongly agree	8	10.5	10.5	100.0
	Total	76	100.0	100.0	

10.13. My hire paperwork was processed accurately.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.9	3.9	3.9
	Disagree	3	3.9	3.9	7.9
	Slightly disagree	2	2.6	2.6	10.5
	Neutral	16	21.1	21.1	31.6
	Slightly agree	10	13.2	13.2	44.7
	Agree	32	42.1	42.1	86.8
	Strongly agree	10	13.2	13.2	100.0
	Total	76	100.0	100.0	

10.14. I received my first paycheck on time.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	5.3	5.3	5.3
	Disagree	1	1.3	1.3	6.6
	Slightly disagree	2	2.6	2.6	9.2
	Neutral	5	6.6	6.6	15.8
	Slightly agree	4	5.3	5.3	21.1
	Agree	44	57.9	57.9	78.9
	Strongly agree	16	21.1	21.1	100.0
	Total	76	100.0	100.0	

Table 16

Descriptive statistics for Section E: Frequency tables for the OCQ (Question 11.1 – 11.15)

11.1. I am willing to put in a great deal of effort beyond that normally expected in order to help this institution be successful.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.3	1.3	1.3
	Disagree	1	1.3	1.3	2.6
	Slightly disagree	1	1.3	1.3	3.9
	Neutral	6	7.9	7.9	11.8
	Slightly agree	2	2.6	2.6	14.5
	Agree	36	47.4	47.4	61.8
	Strongly agree	29	38.2	38.2	100.0
	Total	76	100.0	100.0	

11.2. I recommend this institution to my friends as a great institution to work for.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.6	2.6	2.6
	Disagree	5	6.6	6.6	9.2
	Slightly disagree	3	3.9	3.9	13.2
	Neutral	14	18.4	18.4	31.6
	Slightly agree	5	6.6	6.6	38.2
	Agree	33	43.4	43.4	81.6
	Strongly agree	14	18.4	18.4	100.0
	Total	76	100.0	100.0	

11.3. I feel very little loyalty to this institution.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	9.2	9.2	9.2
	Disagree	16	21.1	21.1	30.3
	Slightly disagree	3	3.9	3.9	34.2
	Neutral	14	18.4	18.4	52.6
	Slightly agree	6	7.9	7.9	60.5
	Agree	20	26.3	26.3	86.8
	Strongly agree	10	13.2	13.2	100.0
	Total	76	100.0	100.0	

11.4. I would accept almost any type of job assignment in order to keep working for this institution.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	6.6	6.6	6.6
	Disagree	14	18.4	18.4	25.0
	Slightly disagree	4	5.3	5.3	30.3
	Neutral	17	22.4	22.4	52.6
	Slightly agree	4	5.3	5.3	57.9
	Agree	24	31.6	31.6	89.5
	Strongly agree	8	10.5	10.5	100.0
	Total	76	100.0	100.0	

11.5. I find that my values and the values of this institution are very similar.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	5.3	5.3	5.3
	Disagree	5	6.6	6.6	11.8
	Slightly disagree	2	2.6	2.6	14.5
	Neutral	19	25.0	25.0	39.5
	Slightly agree	13	17.1	17.1	56.6
	Agree	24	31.6	31.6	88.2
	Strongly agree	9	11.8	11.8	100.0
	Total	76	100.0	100.0	

11.6. I am proud to tell others that I am part of this institution.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	5.3	5.3	5.3
	Disagree	2	2.6	2.7	8.0
	Slightly disagree	3	3.9	4.0	12.0
	Neutral	12	15.8	16.0	28.0
	Slightly agree	9	11.8	12.0	40.0
	Agree	32	42.1	42.7	82.7
	Strongly agree	13	17.1	17.3	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

11.7. I would be just as happy working for a different institution as long as the type of work is similar.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	5.3	5.3	5.3
	Disagree	4	5.3	5.3	10.5
	Slightly disagree	3	3.9	3.9	14.5
	Neutral	17	22.4	22.4	36.8
	Slightly agree	9	11.8	11.8	48.7
	Agree	27	35.5	35.5	84.2
	Strongly agree	12	15.8	15.8	100.0
	Total	76	100.0	100.0	

11.8. This institution really inspires me to do my job as well as I can.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.9	3.9	3.9
	Disagree	5	6.6	6.6	10.5
	Slightly disagree	6	7.9	7.9	18.4
	Neutral	11	14.5	14.5	32.9
	Slightly agree	9	11.8	11.8	44.7
	Agree	30	39.5	39.5	84.2
	Strongly agree	12	15.8	15.8	100.0
	Total	76	100.0	100.0	

11.9. It would take very little change in my present circumstances for me to leave this institution.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	5.3	5.3	5.3
	Disagree	8	10.5	10.5	15.8
	Slightly disagree	9	11.8	11.8	27.6
	Neutral	27	35.5	35.5	63.2
	Slightly agree	4	5.3	5.3	68.4
	Agree	17	22.4	22.4	90.8
	Strongly agree	7	9.2	9.2	100.0
	Total	76	100.0	100.0	

11.10. I am extremely glad that I chose this institution to work for over others I was considering at the time I joined.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.6	2.6	2.6
	Disagree	5	6.6	6.6	9.2
	Slightly disagree	6	7.9	7.9	17.1
	Neutral	16	21.1	21.1	38.2
	Slightly agree	8	10.5	10.5	48.7
	Agree	28	36.8	36.8	85.5
	Strongly agree	11	14.5	14.5	100.0
	Total	76	100.0	100.0	

11.11. There's not too much to be gained by sticking with this institution indefinitely.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	9.2	9.3	9.3
	Disagree	18	23.7	24.0	33.3
	Slightly disagree	7	9.2	9.3	42.7
	Neutral	21	27.6	28.0	70.7
	Slightly agree	5	6.6	6.7	77.3
	Agree	15	19.7	20.0	97.3
	Strongly agree	2	2.6	2.7	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

11.12. Often, I find it difficult to agree with this institution's policies on important matters relating to its employees.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.9	4.0	4.0
	Disagree	12	15.8	16.0	20.0
	Slightly disagree	4	5.3	5.3	25.3
	Neutral	28	36.8	37.3	62.7
	Slightly agree	15	19.7	20.0	82.7
	Agree	9	11.8	12.0	94.7
	Strongly agree	4	5.3	5.3	100.0
	Total	75	98.7	100.0	
Missing	System	1	1.3		
Total		76	100.0		

11.13. I really care about the fate of this institution.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.6	2.7	2.7
	Disagree	1	1.3	1.4	4.1
	Slightly disagree	1	1.3	1.4	5.4
	Neutral	11	14.5	14.9	20.3
	Slightly agree	4	5.3	5.4	25.7
	Agree	36	47.4	48.6	74.3
	Strongly agree	19	25.0	25.7	100.0
	Total	74	97.4	100.0	
Missing	System	2	2.6		
Total		76	100.0		

11.14. For me this is the best of all possible institutions for which to work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	6.6	6.6	6.6
	Disagree	6	7.9	7.9	14.5
	Slightly disagree	4	5.3	5.3	19.7
	Neutral	19	25.0	25.0	44.7
	Slightly agree	12	15.8	15.8	60.5
	Agree	22	28.9	28.9	89.5
	Strongly agree	8	10.5	10.5	100.0
	Total	76	100.0	100.0	

11.15. Deciding to work for this institution was a definite mistake on my part.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	23	30.3	30.3	30.3
	Disagree	25	32.9	32.9	63.2
	Slightly disagree	6	7.9	7.9	71.1
	Neutral	15	19.7	19.7	90.8
	Slightly agree	1	1.3	1.3	92.1
	Agree	3	3.9	3.9	96.1
	Strongly agree	3	3.9	3.9	100.0
	Total	76	100.0	100.0	

Table 17

Descriptive statistics for the questions in Section E (OCQ)

One-Sample Test						
Test Value = 4						
					95% Confidence Interval of the Difference	
	<i>t</i>	<i>df</i>	Sig. (2-tailed)	Mean Difference	Lower	Upper
11.1. I am willing to put in a great deal of effort beyond that normally expected in order to help this institution be successful.	15.035	75	.000	2.039	1.77	2.31
11.2. I recommend this institution to my friends as a great institution to work for.	6.815	75	.000	1.237	.88	1.60
11.3. I feel very little loyalty to this institution.	1.146	75	.256	.263	-.19	.72
11.4. I would accept almost any type of job assignment in order to keep working for this institution.	1.767	75	.081	.382	-.05	.81
11.5. I find that my values and the values of this institution are very similar.	4.563	75	.000	.842	.47	1.21
11.6. I am proud to tell others that I am part of this institution.	6.779	74	.000	1.240	.88	1.60
11.7. I would be just as happy working for a different institution as long as the type of work is similar.	5.286	75	.000	1.000	.62	1.38
11.8. This institution really inspires me to do my job as well as I can.	5.540	75	.000	1.053	.67	1.43
11.9. It would take very little change in my present circumstances for me to leave this institution.	1.524	75	.132	.289	-.09	.67
11.10. I am extremely glad that I chose this institution to work for over others I was considering at the time I joined.	5.420	75	.000	.987	.62	1.35
11.11. There's not too much to be gained by sticking with this institution indefinitely.	-1.548	74	.126	-.307	-.70	.09

11.12. Often, I find it difficult to agree with this institution's policies on important matters relating to its employees.	.618	74	.538	.107	-.24	.45
11.13. I really care about the fate of this institution.	10.631	73	.000	1.676	1.36	1.99
11.14. For me this is the best of all possible institutions for which to work.	3.332	75	.001	.645	.26	1.03
11.15. Deciding to work for this institution was a definite mistake on my part.	-7.721	75	.000	-1.434	-1.80	-1.06

Table 18

Descriptive statistics for the OCQ Scale T-test

One-Sample Test						
Test Value = 4						
	<i>t</i>	<i>Df</i>	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
COMMITMENT_SCALE	5.905	75	.000	.91228	.6045	1.2200

Table 19

Descriptive for the OCQ Scale (Total Variance Explained)

Total Variance Explained									
Extraction Sums of Squared									
Factor	Initial Eigenvalues			Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.346	38.189	38.189	4.973	35.524	35.524	4.005	28.608	28.608
2	1.837	13.122	51.311	1.304	9.314	44.838	1.769	12.636	41.244
3	1.479	10.567	61.878	.895	6.390	51.229	1.398	9.985	51.229
4	.955	6.821	68.700						
5	.820	5.855	74.555						
6	.699	4.995	79.550						
7	.623	4.450	84.000						
8	.600	4.289	88.289						
9	.466	3.326	91.614						
10	.358	2.554	94.168						
11	.340	2.431	96.599						
12	.219	1.568	98.166						
13	.152	1.088	99.255						
14	.104	.745	100.000						

Extraction Method: Principal Axis Factoring.

Appendix 2: Gatekeeper Letter



14 July 2016

Miss Rudzani Meryl Mutibi (SN 207507857)
School of Management, IT & Governance
College of Law and Management Studies
Westville Campus
UKZN
Email: rudzani.mutibi@gmail.com

Dear Miss Mutibi

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"The effects of Human Resource practices on employee commitment at institutions of higher education: The University of KwaZulu-Natal".

It is noted that you will be constituting your sample by handing out questionnaires, and/or conducting interviews with students on the Westville Campus.

Please ensure that the following appears on your questionnaire/attached to your notice:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

MR SS MOKOENA
REGISTRAR

Office of the Registrar

Postal Address: Private Bag X54001, Durban, South Africa

Telephone: +27 (0) 31 260 8005/2206 Facsimile: +27 (0) 31 260 7824/2204 Email: registrar@ukzn.ac.za

Website: www.ukzn.ac.za



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Appendix 3: Ethical Clearance Letter



12 January 2017

Ms Rudzani Meryl Mutibi 207507857
School of Management, IT and Governance
Westville Campus

Dear Ms Mutibi

Protocol reference number: HSS/0017/017M

Project title: The implications of Human Resource practices on employee commitment at the University of KwaZulu-Natal Institution of Higher Education

Full Approval – Expedited Application

In response to your application received 19 December 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Mrs Jayrasha Ramsamy-Gurayah
cc. Academic Leader Research: Professor Brian McArthur
cc. School Administrator: Ms Angela Pearce & Ms Hazvinei Manyara Muteswa

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za



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13 January 2017

Ms Rudzani Meryl Mutibi 207507857
School of Management, IT and Governance
Westville Campus

Dear Ms Mutibi

Protocol reference number: HSS/0017/017M
Project title: The implications of Human Resource practices on employee commitment at the University of KwaZulu-Natal Institution of Higher Education

Approval notification – Amendment Application

This letter serves to notify you that your application for an amendment dated 10 January 2017 has now been granted **Full Approval**.


• **Amendment to Questionnaire**

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. **PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

Best wishes for the successful completion of your research protocol.

Yours faithfully


.....
Dr Shenuka Singh (Chair)
Humanities Social Sciences Research Ethics

/pm

cc Supervisor: Mrs Jayrasha Ramsamy-Gurayah
cc. Academic Leader Research: Professor Brian McArthur
cc. School Administrator: Ms Angela Pearce & Ms Hazvinei Manyara Muteswa

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximban@ukzn.ac.za / snymann@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za



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Appendix 4: Informed Consent Form

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE
(HSSREC)

APPLICATION FOR ETHICS APPROVAL

For research with human participants

Information Sheet and Consent to Participate in Research

Date: / /

Greetings,

My name is Rudzani Meryl Mutibi from (the University of KwaZulu-Natal, College of Law and Management Studies, School of Management, Information Technology and Governance, Human Resource department, +27(0) 607113223, rudzani.mutibi@gmail.com.

You are being invited to consider participating in a study that involves research on the Implications of Human Resource practices on employee commitment at the University of KwaZulu-Natal institution of higher education. The aim and purpose of this research will firstly be to investigate the relationship of the implications of Human Resource practices on employee commitment at institutions of higher education. Secondly the focus of the study will be to understand the extent to which discretionary HR practices at the UKZN institution of higher education influence organisational commitment. Thirdly to evaluate the importance of transactional HR practices on employee commitment at UKZN. Lastly, to investigate if there is a relationship between demographic characteristics and employee commitment in higher-level education institutions. Hence, you have been identified as a possible participant for the research as you are a staff member of the UKZN higher education institution.

The study is expected to include approximately 80 participants in total, from the College of Law and Management Studies, School of Management, Information Technology and Governance at the University of KwaZulu-Natal, Westville campus. The data collection procedure involves the single administration of a questionnaire. The questionnaires will consist of a section establishing the demographical information of the respondent as well as the research instruments such as the Discretionary and Transactional HR Practices scale along with the Organisational Commitment Questionnaire (OCQ). The duration of your participation if you choose to participate and remain in the study is expected to be approximately 15-20 minutes. The study is funded by the researcher, R.M. Mutibi.

The study has zero to very little estimated risks and/or discomforts as the area of research does not explore into any deeply confidential or traumatic experiences. The researcher will, however, be available to discuss any issues or concerns that you may have as you fill in the questionnaire. We hope that the study will create benefits to participants and HR managers as it may help HR managers to design an environment in which employees develop favourable attitudes, resulting in higher performance. Furthermore, it may benefit employees/participants by making them aware of the various discretionary and transactional HR practices as well as help them know which HR practices could effectively assist them towards maintaining or increasing their employee commitment. The study may also enhance the knowledge and awareness of workers, HR managers and relevant authorities on whether HR practices implemented at UKZN have any impacts or implications on the levels of organisational or job commitment at UKZN as well as broadly at higher education institution in South Africa and globally. Hence the study may inform HR departments, the College of Law and Management Studies, School of Management, Information Technology and Governance as well as higher education institutions in creating and implementing HR practices and policies that are effective for productivity, decreased employee turnover, as well as for the enhancement of substantial overall organisational commitment amongst employees.

Participants may also fill in their questionnaires electronically and email them back to the researcher within 24 hours from the day of receipt of the questionnaire as long as they will fill in all the required information, as well as sign and date their questionnaires. The researcher may also leave the questionnaire with the participant and make arrangements with the participant to collect the questionnaire within 24 hours from the day of receipt of the questionnaire by the participant.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number: HSS/0017/017M).

In the event of any problems or concerns/questions you may contact the researcher at +27(0) 607113223, rudzani.mutibi@gmail.com or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

Mrs Mariette Snyman

Humanities and Social Science Ethics (HSSREC) Research Office,
Govan Mbeki Building, Westville Campus, Private Bag X54001, DURBAN 4000
Tel: 031 260 8350 Snymanm@ukzn.ac.za

Researcher: Miss Rudzani Meryl Mutibi, +27(0) 607113223/+27(0) 765554612

Supervisor: Mrs. Jayrasha Ramasamy- Gurayah, 031-2608713

Your participation in the study is voluntary and by participating, you are granting the researcher permission to use your responses. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in the study. Your anonymity will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study.

All data, both electronic and hard copy, will be securely stored during the study and archived for 5 years. After this time, all data will be destroyed.

If you have any questions or concerns about participating in the study, please contact me or my research supervisor at the numbers listed above.

Sincerely

Rudzani Meryl Mutibi

CONSENT TO PARTICIPATE

I have been informed about the study entitled the implications of Human Resource practices on employee commitment at the University of KwaZulu-Natal institution of higher education by Miss Rudzani Meryl Mutibi.

I understand the purpose and procedures of the study.

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at, +27(0) 607113223, rudzani.mutibi@gmail.com.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

Mrs Mariette Snyman

Humanities and Social Science Ethics (HSSREC) Research Office,

Govan Mbeki Building, Westville Campus, Private Bag X54001, DURBAN 4000

Tel: 031 260 8350 Snymanm@ukzn.ac.za

Researcher: Miss Rudzani Meryl Mutibi, +27(0) 607113223/+27(0) 765554612

Supervisor: Mrs. Jayrusha Ramasamy- Gurayah, 031-2608713

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview / focus group discussion YES / NO

Video-record my interview / focus group discussion YES / NO

Use of my photographs for research purposes YES / NO

Signature of Participant

Date

Signature of Witness
(Where applicable)

Date

Signature of Translator

Date

(Where applicable)

Appendix 5: Questionnaire

RESEARCH INSTRUMENT

BIOGRAPHICAL QUESTIONS

1. Gender

Male	
Female	

2. Age

--

3. Race

Black	Coloured	Asian/Indian	White	Other (Please specify) _____

4. Your First language

African Language	English	Afrikaans	Other (Please specify) _____

5. Which one of the following BEST describes the type of school where you matriculated?

Rural School	
Township School	
Government School	
Missionary School	
Private School	

6. Current position (Select ONE option only)

Executive Management	School Leadership	Academic Staff	Professional/ Support Staff	Other (Please specify) _____

7. Number of years working at UKZN

Less than 5 years	5 - <10	10 - <15	15 - <20	20+ years

8. How would you rate your work commitment (feelings of loyalty to an organisation due to believing in the organisation, its goals and purpose, attachment and feeling a sense of allegiance to employer and staying with the organisation because the costs of leaving are too great, engaging in work, desires to work, and commit to a specific career or profession) **thus far?**

Not at all committed 1	2	3	4	Extremely committed 5

Discretionary HRP - SCALE

9. Indicate your agreement with the following statements:

Statements	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
9.1. My institution has provided me with ongoing training, which enables me to do my job better.							
9.2. At my institution, extensive training programs are provided for individuals in this job.							
9.3. Overall, I am satisfied with my training opportunities.							
9.4. There are formal training programs to teach new employees the skills they need in order to perform their jobs.							
9.5. There is a link between how well I perform my job and the likelihood of my receiving a raise in pay							
9.6. Pay raises for employees in this job are based on job performance							
9.7. My pay is tied to my performance							
9.8. In my institution, raises and promotions are tied to performance							
9.9. I often agree with my manager on my performance evaluation							

Statements	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
9.10. During my performance appraisal session, I am allowed a high degree of influence in the determination of my work objectives.							
9.11. I have frequent discussions with my manager about my performance.							
9.12. I understand what my performance will be based on.							
9.13. I am in a dead-end job.							
9.14. I have the opportunity for advancement in my institution.							
9.15. I have a good chance to get ahead in my institution.							
9.16. My institution places great importance on hiring the right person.							
9.17. There is more emphasis on hiring someone quickly than selecting the right person for the job.							
9.18. In the positions that I have held with my institution, I have often been given additional challenging assignments.							

Statements	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
9.19. In the positions that I have held with my institution, I have often been assigned projects that enabled me to develop and strengthen new skills.							
9.20. Besides formal training and development opportunities, I have developed my skills with the challenging job assignments provided to me.							
9.21. In my job, I am allowed to make many decisions.							
9.22. In my job, I am often asked to participate in decisions.							
9.23. In my job, I am provided the opportunity to suggest improvements in the way things are done.							
9.24. I have participated in the selection of new employees.							
9.25. I have participated in the training of new employees.							
9.26. I have been involved in interviewing candidates before they are hired in my institution.							

Transactional HRP - SCALE

10. Indicate your agreement with the following statements:

Statements	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
10.1. When I started at this institution, administration of the benefits I receive as part of my employment package was done accurately							
10.2. When I started at this institution, administration of the benefits I receive as part of my employment package was completed in a timely manner							
10.3. When I started at this institution, the execution of the benefits I receive as part of my employment package was handled properly.							
10.4. Questions regarding my benefits are answered in a timely manner.							
10.5. The Human Resources Department will get back to me within a reasonable amount of time when I have a question.							
10.6. The information I receive from the Human Resources Department is clear.							
10.7. The information I receive from the Human Resources Department is timely.							

Statements	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
10.8. The information I receive from the Human Resources Department is accurate.							
10.9. When required, adjustments to paychecks are processed accurately.							
10.10. When required, adjustments to paychecks are processed right away.							
10.11. Deductions from my paycheck for benefits are always correct.							
10.12. My hire paperwork was processed in a timely manner.							
10.13. My hire paperwork was processed accurately.							
10.14. I received my first paycheck on time.							

OCQ

11. Indicate your agreement with the following statements:

Statement	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
11.1. I am willing to put in a great deal of effort beyond that normally expected in order to help this institution be successful.							
11.2. I recommend this institution to my friends as a great institution to work for.							
11.3. I feel very little loyalty to this institution.							
11.4. I would accept almost any type of job assignment in order to keep working for this institution.							
11.5. I find that my values and the values of this institution are very similar.							
11.6. I am proud to tell others that I am part of this institution.							
11.7. I would be just as happy working for a different institution as long as the type of work is similar.							
11.8. This institution really inspires me to do my job as well as I can.							
11.9. It would take very little change in my present circumstances for me to leave this institution.							

Statements	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
11.10. I am extremely glad that I chose this institution to work for over others I was considering at the time I joined.							
11.11. There's not too much to be gained by sticking with this institution indefinitely.							
11.12. Often, I find it difficult to agree with this institution's policies on important matters relating to its employees.							
11.13. I really care about the fate of this institution.							
11.14. For me this is the best of all possible institutions for which to work.							
11.15. Deciding to work for this institution was a definite mistake on my part.							

THANK YOU FOR PARTICIPATING IN OUR RESEARCH!!!!